

Rainbow Bright Day Care & Nursery School

11 Crofton Road, Ipswich, Suffolk, IP4 4QS



Inspection date

11 August 2015

Previous inspection date

26 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff accurately assess children's progress. Children's individual next steps in learning are clearly recorded so that all staff can incorporate them in spontaneous and planned activities. As a result, children quickly move to their next stage in development.
- Children feel secure and happy in the nursery. As children grow, and when they are ready, they move on to the next room. Children stay in their new groups for extended periods of time with a familiar member of staff until they are settled and confident.
- Staff have a good knowledge and understanding of how children learn. They use a variety of good teaching methods to engage, challenge and stimulate the children.
- Children are kept safe as all staff have a good understanding of how to safeguard them. Robust recruitment procedures are used by the provider to ensure that all staff working with children are suitable to do so.
- Staff regularly share information with parents about their children's progress. They use a variety of methods to communicate with parents so that they are kept up to date with what is happening in the nursery.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to encourage children to develop their skills in critical thinking.
- Staff do not always use opportunities before mealtimes to continue to engage children in meaningful activities and learning.

What the setting needs to do to improve further

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

- give more time for children to think about how they can solve problems, predict outcomes and complete tasks
- review daily routines, such as mealtimes, so that children have even more opportunities to learn.

Inspection activities

- The inspector observed activities both in the inside and the outside areas of the nursery and spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings at appropriate times with the nursery owner and senior staff present that day.
- The inspector carried out a joint observation with senior staff and the owner.
- The inspector looked at evidence of the suitability of staff working with children and a range of documentation, including safeguarding procedures, complaints and accident records.
- The inspector looked at children's assessment records, planning documentation and daily communication records.
- The inspector spoke to staff and managers about procedures for children settling into nursery, moving into new group rooms and moving on to school.
- The inspector took into consideration the views of parents spoken to on the day and as recorded in questionnaires.

Inspector

Katrina Rodden

Inspection findings

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

Children confidently move around the inside and outside spaces, choosing toys and activities that interest them. This helps them learn at their own pace as they return to favourite activities during the day. Babies sit on the ground to explore shallow containers with water and sand. Staff provide additional challenges for older children, who stand at deeper sand and water trays. Staff teach children skills that will help them become ready for school. Children enthusiastically sound out letters they recognise and accurately count during construction activities. However, there are times when staff do not always use every opportunity to allow children to develop their critical thinking. Children are not always encouraged to solve problems, such as considering how they can stabilise the large brick tower they build. They are not always supported in predicting outcomes or sharing their ideas with their friends.

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

Staff provide a warm and welcoming environment for children to learn in, including well-thought out outside spaces. Children behave well as staff gently remind them to share and take turns. Fresh food is prepared to provide nutritious meals for the children. However, there are times when staff bring babies and children to sit down for their lunch before it is ready to serve. Staff do not always use this time effectively to give children more opportunities to play and learn while they wait. There is an effective key-person system. Staff work with parents to ensure that care, such as sleep and nap times follow the routines used at home. This contributes to babies and children settling well in the nursery. Children are taught when and why they need to wash their hands to help promote good hygiene. Staff take babies and toddlers out for walks on a regular basis to enhance their time spent in the fresh air as they visit local shops and parks.

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

Managers regularly meet with staff to ensure that policies are consistently followed to reflect on teaching methods and to address any issues. The owner quickly follows up any major concerns that parents or staff may have and ensures that practice is adapted to maintain high standards of care and education. Robust safeguarding procedures are followed by all staff. This includes assessing risks within the nursery or on regular walks so that hazards can be removed or reduced to keep children safe. Managers use effective systems to ensure that any gaps in children's progress are quickly identified and addressed so that all children continue to make good progress. Managers have established strong links with other providers, local schools and other professionals to share information and exchange ideas. In addition, parents and staff feed their ideas and observations back to managers to enhance the effective self-evaluation methods used. Staff are well qualified and strive to extend their own knowledge and understanding through a variety of learning experiences.

Setting details

Unique reference number	251760
Local authority	Suffolk
Inspection number	866580
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	65
Name of provider	Tracy Jane Mason
Date of previous inspection	26 January 2011
Telephone number	01473 728717

Rainbow Bright Day Care & Nursery School was registered in 1996. The nursery opens five days a week all year round. Operating times are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 12 members of childcare staff, of which eight hold appropriate childcare qualifications at level 3 or above, including one holding Early Years Professional status.

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