

Rainbow Day Nursery

Mono Lodge, Bridge Street, Golborne, WARRINGTON, WA3 3QA



Inspection date

13 November 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff carry out regular and precise assessments of each child's needs. They make good use of the accurate information they obtain from observations to plan a wide range of challenging activities. Children are engaged, motivated to learn and are ready for the next stage in their learning and school.
- Children are happy, well settled and enjoy warm relationships with the staff. The key-person system is good. This contributes towards children's high levels of confidence and their emotional security in their surroundings. Effective care practices ensure children's individual care needs are well met.
- Partnerships with parents and other professionals are strong. The special educational needs and disability coordinator supports staff to target any gaps in children's learning. This shared approach effectively supports all children, including disabled children and those with special educational needs, to make good progress.
- The manager is ambitious and has high expectations. She is reflective and demonstrates a strong commitment to improve the quality of the nursery. The management team work closely with the local authority to review practice and children's progress. They effectively use the purposeful information to accurately identify areas to improve.

It is not yet outstanding because:

- The way that sessions are organised in the two- to three-year-olds' base room means that children's learning is sometimes disrupted. The manager is aware of this and is reviewing the routines of the day.
- Systems to enhance staff's professional development, so that any gaps in the quality of teaching and learning are dealt with promptly, are not fully embedded.

What the setting needs to do to improve further

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

- continue to review the routines of the day to maximise opportunities for toddlers' play and learning and to avoid periods of waiting during lunchtimes
- implement the plans for the detailed programme of professional development to help staff improve their knowledge, understanding and practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynn Byrne

Inspection findings

Effectiveness of the leadership and management is good

The managers have a strong understanding of the statutory and other government requirements and ensure they are implemented and reviewed. They have accurately identified the nursery's strengths and weaknesses and have an action plan in place to address the improvements. The manager has deployed staff effectively to implement changes to the lunchtime routines in the two- to three-year-olds' room. The management team has detailed plans to identify training needs in order to improve staff's practice, knowledge and understanding. However, the arrangements are new and are not yet leading to rigorous performance management. The arrangements for safeguarding are effective. All staff understand their responsibility to keep children safe from potential harm. They confidently identify the possible signs of abuse and neglect and are aware of the correct reporting procedures to follow if they had concerns regarding a child's welfare. Robust procedures are in place to evacuate the nursery in the event of an emergency.

Quality of teaching, learning and assessment is good

Staff provide children with a wide variety of activities that are linked to their interests to promote development across all areas of learning. Effective planning ensures children have a balance of activities led by adults and times for children to freely lead their play. Children's speech and language development are particularly well supported in the pre-school room. Small group sessions focus on helping children to identify sounds and pronounce words correctly. Staff provide children with resources to support learning and development at home. However, focused sessions in the two- to three-year-olds' room are disrupted as some staff are preparing for lunchtime. Staff provide a wide range of opportunities for children to learn about people and communities beyond their immediate experiences. Parents contribute to the initial assessments of their child and are kept well informed regarding children's progress.

Personal development, behaviour and welfare are good

Children confidently explore the stimulating environment and make independent choices about their play. Strong settling-in arrangements ensure children's individual needs, care routines and well-being are well met. Staff are good role models and give children lots of positive praise and encouragement. They provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other and behave appropriately. Children have plenty of outdoor play and their good health and physical development are well promoted. Practitioners effectively support children to develop their independence and self-care skills, appropriate to their age and stage of development.

Outcomes for children are good

All children, including those in receipt of specific funding and children who have English as an additional language, are making good progress in their learning from their starting points. They are developing the skills and attitudes that promote their future learning.

Setting details

Unique reference number	EY489111
Local authority	Wigan
Inspection number	1027523
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 10
Total number of places	95
Number of children on roll	97
Name of provider	Rainbow Day Nursery Golborne Limited
Date of previous inspection	Not applicable
Telephone number	07841911977

Rainbow Day Nursery was re-registered in 2015. The nursery employs twenty members of childcare staff. Of these, nineteen hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with English with additional language, disabled children and children with special educational needs.

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