

The Rainbow Nursery

Sure Start, Watling Street Road, Preston, PR2 6TU



Inspection date	16 February 2017
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

- Staff encourage children consistently to develop a positive attitude to learning. They have a great focus on fun activities to inspire and engage children. Children make good progress in their learning.
- There are very effective systems in place for the safe recruitment and induction of new staff and students. All staff have good quality, regular supervision sessions and yearly appraisals to keep standards of practice high.
- Staff build very strong relationships with parents. Parents speak very highly of staff and value the care, learning and support given to their children.
- Strong and effective partnerships are established with schools and other professionals. These promote consistency in children's care and learning, helping them to be prepared well for school.
- Staff are positive role models. They consistently promote the use of good manners and appropriate behaviour.
- Staff use praise effectively to motivate children during activities and to support their self-esteem.

It is not yet outstanding because:

- Arrangements for self-evaluation do not routinely take into account the views of all staff and parents to help to develop the nursery further.
- The management team is not yet highly effective in using assessment information about the progress made by different groups of children.

What the setting needs to do to improve further

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

- enhance the system for self-evaluation to identify all strengths and areas for improvement and seek the views of all staff and parents to improve outcomes for children further
- make better use of the information gathered from assessments of the progress made by different groups of children to further enhance outcomes for them.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with a senior staff member.
- The inspector held a meeting with the deputy manager and a senior member of staff. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Stephanie Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff show a sound knowledge of child protection issues. They understand policies and procedures in place and are kept up to date during regular staff meetings of any changes. Staff complete regular checks of the environment to identify and remove any possible hazards to children. The management team has high expectations of staff and leads a caring and dedicated provision. Children are very much at the heart of the nursery. Overall, systems for observation, assessment and planning are in place. These support children to make good progress in their learning.

Quality of teaching, learning and assessment is good

Staff purposefully engage with children down at their level. This helps to focus children's attention and supports their concentration. Staff use good strategies to encourage children's communication skills. For example, during story time, staff involve children in the story plot. They ask effective questions which capture children's attention and help to ensure that they are keen to listen and join in. Children's confidence with mathematical concepts is developing well. Staff help by using mathematical language as they engage in children's play. For example, they count blocks in the baby room as they build and talk about the different sizes of dinosaurs in the pre-school room. The pre-school children demonstrate their decision-making skills. They confidently choose when they want to go outside and decide what activities they want to take part in. Pre-school children have regular phonic sessions to help to support their language skills and to prepare them for school.

Personal development, behaviour and welfare are good

Children are very happy and settled in the nursery. Staff work very flexibly with parents when children start in the nursery and throughout their time there. They know children and their families very well and offer support, advice and help where it is needed. Children are supported to develop their independence skills. Pre-school children put on their own coats before going outside and hang them up when they come inside. Younger children are encouraged to feed themselves when developmentally appropriate. Children have regular access to the outdoor area and experience a wide range of experiences to support their developing physical skills. Outings, including trips to the seaside, the farm and the swimming baths, provide children with opportunities to understand the world around them.

Outcomes for children are good

Children enjoy good relationships with staff and each other and develop good social skills. They are kind, helpful and eager to take part in activities and have a go. Children are active and independent learners and inquisitive to try new things. They are keen to share ideas and experiences and contribute towards group activities. Children develop confidence and high levels of self-esteem. They enjoy planning their own play and learning and using toys and equipment creatively. All children, including those who have special educational needs and/or disabilities, acquire the skills and attitudes that promote future learning and their eventual move to school.

Setting details

Unique reference number	EY495242
Local authority	Lancashire
Inspection number	1031974
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	43
Number of children on roll	62
Name of registered person	Beaumont Childcare Services Ltd
Registered person unique reference number	RP908026
Date of previous inspection	Not applicable
Telephone number	01772 793377

The Rainbow Nursery was registered in 2015. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

