

Rainbows Day Nursery Ltd

Rainbow Children's Centre, St. Marys C of E Primary School, Stoney Lane,
KIDDERMINSTER, Worcestershire, DY10 2LX



Inspection date

Previous inspection date

19 April 2017

18 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not always precisely assess children's abilities. They do not consistently plan suitably challenging activities to help all children progress as well as possible. This specifically refers to those already developing typically and the most able.
- The arrangements for the performance management of staff are not yet used well enough to improve their teaching practice. Some children do not benefit from good quality learning experiences that continually improve.
- Managers do not reflect carefully enough on the quality of teaching, learning and assessment to address weaknesses and achieve good standards.

It has the following strengths

- Managers understand their responsibility to promote the health and safety of all children. A range of documents, records and policies is implemented well by staff. The building is secure and the environment is clean and well organised.
- A robust settling-in process gives staff the opportunity to get to know children and their families well. Staff are caring and friendly. Children are happy and relaxed.
- The environment is welcoming, bright and well resourced, indoors and outside. Children generally have fun and enjoy attending.
- Staff share information about children's care needs particularly well with parents, other providers and professionals as required. Children benefit from some continuity between the setting, home and other settings they attend.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ make more precise assessments of children's abilities and consistently use the information to plan suitably challenging activities for all children, specifically those already developing typically and the most able, to help them progress as well as possible | 03/07/2017 |
| ■ enhance the arrangements for the performance management of staff and focus sharply on improving their teaching practice so that all children benefit from good quality learning experiences that continually improve. | 03/07/2017 |

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

- monitor and evaluate the quality of teaching, learning and assessment more carefully and take swift action to address all weaknesses to achieve good standards.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant policies, records and documentation.
- The inspector checked evidence of the suitability and qualifications of all staff working in the nursery.
- The inspector spoke to a small selection of children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

Self-evaluation and monitoring processes are not used well enough. Managers do not have a good enough overview of the quality of teaching, assessments staff make or children's progress. Although staff are supervised and benefit from some training opportunities, these are not yet sharply focused enough on improving teaching practice. The arrangements for safeguarding are effective. The environment is risk assessed and staff check daily to ensure potential hazards to children are minimised. Managers' and staff's knowledge of child protection issues is sound. They know how to act appropriately to deal with any concerns. This helps to keep children safe and protect them from harm.

Quality of teaching, learning and assessment requires improvement

Managers and staff do not have the highest expectations of children's development, particularly those who are developing typically or the most able. Staff do not always precisely assess their learning and use the information to plan suitably challenging activities. Some children are not consistently supported to make links between activities, think deeply and become fully absorbed in their learning. Nevertheless, children have access to activities that generally promote different skills. Younger children enjoy messy experiences, such as shaving foam play. Older children like pretend play in the indoor home corner or outdoor mud kitchen. Staff interact with children warmly, talk to them and ask some questions. This helps to develop their imaginations.

Personal development, behaviour and welfare require improvement

Due to weaknesses within the quality of the curriculum, some children do not yet become highly motivated and successful learners. Nevertheless, all children behave well. They listen to staff, follow instructions and adhere to the boundaries set. Staff find out about and celebrate children's similarities and differences. They promote acceptance and respect. Children learn about the importance of living a healthy lifestyle. This includes eating well, adopting good hygiene routines and taking exercise. Children enjoy physical activities outside, such as crawling, climbing and balancing using play equipment.

Outcomes for children require improvement

Not all children reach their full potential. Some groups of children are not supported well enough to make the progress they are capable of for their age. Nevertheless, all those who require additional support benefit from the targeted help they need to progress well. In the main, children acquire the basic skills they need to move on to school. Children are confident and independent. They can manage their care needs and make choices about what they want to do. Children are developing communication and literacy skills. They enjoy singing a range of familiar songs and participating in group music sessions. They spend time looking at books with staff and experiment with writing and drawing.

Setting details

Unique reference number	EY453698
Local authority	Worcestershire
Inspection number	1066344
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 - 4
Total number of places	38
Number of children on roll	65
Name of registered person	Rainbows Day Nursery Limited
Registered person unique reference number	RP902550
Date of previous inspection	18 March 2013
Telephone number	01562 740334

Rainbows Day Nursery Ltd was registered in 2012. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including the nursery manager. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides support for children who have special educational needs and/or disabilities and those who speak English as an additional language.

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.

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