

Rainbow Day Nursery

19 Craven Road, Reading, Berkshire, RG1 5LE



Inspection date

9 June 2017

Previous inspection date

22 April 2015

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:

- The quality and accuracy of observation and assessment does not fully inform planning to provide challenge or to guide the next steps in children's learning precisely enough.
- Programmes for mathematics and literacy, particularly for the older children, do not fully support children to make good progress. Children are not fully prepared for their next stage of learning.
- Staff do not receive regular supervision and development opportunities to improve their knowledge and understanding of children's learning.

It has the following strengths

- Staff care for children and support them to form secure attachments. The children are happy at the setting. They develop emotional security.
- The manager evaluates the provision accurately. She has gathered feedback from staff and parents. The findings are used to make future plans for the setting.
- Risk assessments are regularly carried out by staff. They are evaluated and actions are implemented to make sure children are safe in their care.
- Children benefit from regular access to interesting outside areas. They get plenty of fresh air and their physical skills develop well. This helps to promote their physical health and their emotional well-being.
- Parents enjoy the regular communication from the setting. They are very happy with the children's care.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ use observation, assessment and planning more accurately to plan challenging activities that focus on what children need to learn next to help them make good progress in all areas of learning | 30/06/2017 |
| ■ improve the programmes for mathematics and literacy, particularly for the older children, to help them make good progress and prepare them well for school. | 30/06/2017 |

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

- make more effective use of staff supervision to focus on raising the quality of teaching to a consistently good level.

Inspection activities

- The inspector observed the children at play and talked with the children about their activities. The inspector assessed the impact of the activities on children's progress.
- The inspector held discussions with the manager in relation to observing a group learning activity and assessed the children's progress.
- The inspector looked at a range of documentation, including staff suitability checks, qualifications and children's records.
- The inspector held discussions with the manager, members of staff, parents and children, and took account of their views.
- The inspector had a tour of the setting and observed children at play in the three classrooms and in the outside area of the toddler and pre-school classes at appropriate times during the inspection.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers ensure there are enough staff to care for children and that the required number of qualified staff are present. The managers and qualified staff share their knowledge and skills during staff training and development meetings. However, there is room to build further on the arrangements for the continuous supervision and professional development of staff. The arrangements for safeguarding are effective. Staff know what to do if they are concerned about the welfare of a child. All staff receive training in paediatric first aid to help them to deal with accidents efficiently. The number of accidents has significantly reduced since the appointment of the new management team. Partnerships with other settings help staff learn about good practice.

Quality of teaching, learning and assessment requires improvement

Staff provide a range of activities that appeals to children and builds on their interests in some of the classrooms. However, all staff do not use the new assessment system or observations effectively. The inconsistent planning and inaccurate judgements do not help the staff to plan exciting activities that challenge children and help them to extend their learning. In the toddler room, staff explain the meaning of Ramadan and help children to begin to understand. The children enjoy printing and using glitter to make a large shiny moon. Children show they are curious as they talk about the glitter, shells and nets in the water tray. Staff encourage the children to use the computer well to explore trains.

Personal development, behaviour and welfare require improvement

Weaknesses in the planning of challenging activities mean that older children do not sustain their concentration as well as possible. Children are encouraged to attempt tasks by themselves. For example, they learn to independently wash and dry their hands. Staff teach children about the similarities and differences between themselves and others. Staff praise children and encourage them to tidy up and get themselves dressed to play outside. Children follow consistent guidance from staff and behave well. Rooms offer children sufficient space to play. The newly refurbished baby room provides a warm, quiet area for babies to sleep in new cots. The outside area is exciting. Children use tricycles and climb in and on the pirate boat. Other children run freely and climb. Children use hoops and there are balls to practice catching skills.

Outcomes for children require improvement

Older children do not make enough progress in mathematics and literacy and are not fully prepared for their next stage of learning. However, they are confident and they talk about the world around them. They are happy to share a wide range of experiences they enjoy at home. For example, some children talk eagerly about going on holiday and flying to the destination. Younger children are developing confidence and are learning how to socialise well.

Setting details

Unique reference number	EY221842
Local authority	Reading
Inspection number	1091363
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 - 5
Total number of places	59
Number of children on roll	79
Name of registered person	Royal Berkshire NHS Foundation Trust
Registered person unique reference number	RP903349
Date of previous inspection	22 April 2015
Telephone number	0118 322 7112

Rainbow Day Nursery registered in 2002 and is located in Reading. The nursery provides day care for children of parents who are employees of the Royal Berkshire NHS Foundation Trust. The nursery is open Monday to Friday from 7am until 6pm for most of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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