

Rainbows Nursery

Greysbrooke Cp School, Barnes Road, Shenstone, LICHFIELD, Staffordshire, WS14 0LT



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| Inspection date | 30 June 2017 |
| Previous inspection date | 26 June 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 manager is an extremely good role model. She works with a dedicated and ambitious team of staff to continually improve the quality of teaching and children's outcomes.
- Partnerships developed with school teachers are exceptional. Children are particularly well prepared emotionally for the move on to school, when the time comes.
- Staff provide children with a wonderfully vibrant, colourful and well-organised outdoor play area. Children delight in exploring the excellent range of resources and activities provided outdoors.
- Staff provide children with a caring and nurturing environment. Children build strong attachments to staff and other children. Staff are particularly skilful in helping children to learn to manage their own behaviour and feelings.
- All children are becoming confident talkers. Children who are learning to speak English as an additional language receive well-targeted support. They make good progress in their communication and language.

It is not yet outstanding because:

- Staff do not always sharply focus on promoting children's next steps during daily activities. Children are not consistently helped to make the very highest rate of progress.
- Staff do not consistently challenge children well enough to make as much progress as possible in developing their thinking skills. They sometimes offer children solutions too readily, without giving them encouragement to think things through for themselves.

What the setting needs to do to improve further

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

- make the most of opportunities to support children to achieve their next steps in learning and to help them make the very highest rate of progress
- focus more sharply on helping children build as far as possible on their thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She 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 the nursery manager.
- The inspector held meetings with the nursery manager. 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. She also gathered the views of parents recorded and provided by the manager.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff are well qualified. Regular training, coaching and supervision builds upon their knowledge. Staff have well-targeted plans to enhance children's learning outdoors. They are particularly focused on developing children's learning of shape and measure. Safeguarding is effective. Staff have a clear understanding of how to protect children and keep them safe from harm. Recruitment and vetting are robust. This helps to make sure staff are suitable to work with children. Managers deploy staff effectively to provide children with high levels of supervision. Staff complete daily safety checks to make sure all areas are safe for children to play. Children regularly practice the emergency evacuation plan. Staff and children know what to do if they see an intruder on the premises.

Quality of teaching, learning and assessment is good

Teaching is consistently strong. Staff work closely with parents to check the very good progress children are making. They identify gaps in children's learning and make plans so that any gaps rapidly close. Staff continually create new and exciting activities that reflect children's interests. Children aged two years particularly enjoy exploring trains, cars and animals. They develop their physical skills as they push toy supermarket trolleys around the playroom. Staff who work with children aged three years and above plan activities that promote children's natural curiosity. For example, children enjoy making 'lettuce soup'. Staff encourage them to decide what to add to the soup. Children watch excitedly to see what happens as they add different colour paint and glitter.

Personal development, behaviour and welfare are good

Parents state that staff help children to settle well into this small, welcoming nursery. They feel staff make time to talk to parents and show interest in the wider family. Children show that they feel safe and secure as they seek out their friends to play with. Staff establish trusting relationships with children. They speak to children in a calm and respectful manner. Children behave well and learn to be a positive member of the nursery. Children have lots of fun playing outdoors. They excitedly show visitors how they squirt water from syringes and how they use bricks to make a car that can fly. Staff constantly praise children's efforts and encourage them to keep on trying. This helps children to become resilient and to be proud of their achievements.

Outcomes for children are good

All children make at least good progress in their learning, from their individual starting points. They are developing the skills needed for school, when the time comes. Children enjoy exploring books. They listen intently, explore rhyming words and anticipate the next event in the story. Children develop their early writing skills. They make marks using tools, such as chalk, in sand and on paper. Children confidently sound out letters of the alphabet. Young children recognise their name. Older children write their names, forming recognisable letters. Children really enjoy being creative. They explore different materials, such as paint, ice and shaving foam. Children are learning to be independent. They confidently use tools, such as scissors with control.

Setting details

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| Unique reference number | EY405374 |
| Local authority | Staffordshire |
| Inspection number | 1094187 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 38 |
| Name of registered person | Kirsty Winwood |
| Registered person unique reference number | RP909811 |
| Date of previous inspection | 26 June 2015 |
| Telephone number | 01543 480321 |

Rainbows Nursery registered in 2010. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 2. Two staff, including the manager, hold a level 6 qualification and have qualified teacher status. The nursery opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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