

# Rainbow Day Nursery Haslington Limited

73 Crewe Road, Haslington, Cheshire, CW1 5QX



<b>Inspection date</b>	2 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 new owners and management team have undertaken a very thorough review in the last year, and made extensive improvements as part of striving for excellence. They have a clear vision and plan for continual improvement. Staff feel well supported and are highly motivated to provide very good care and education.
- The highly qualified staff group are well deployed to maintain adult-to-child ratios at all times, ensuring good supervision. They closely monitor children's development and plan activities to meet the next steps in children's learning. Very strong routines and purposeful activities help children develop into active and inquisitive learners.
- Children who have complex special educational needs and/or disabilities are excellently supported. Staff ensure they work closely with a variety of other professionals to meet children's individual needs, and allow them to access a wide range of experiences.
- Parents praise the care their children receive and the structured activities provided to prepare them for starting school. Parents feel very welcomed and well informed of their child's progress and nursery procedures. Staff use a wide range of methods to communicate with parents and help them to be involved in their children's learning.

### It is not yet outstanding because:

- Current arrangements for staff development do not focus strongly enough on raising the already good standard of teaching to an even higher level, in all group rooms.
- Staff do not consistently use opportunities to develop children's independence, and reinforce their knowledge of how to keep themselves healthy.

## What the setting needs to do to improve further

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

- increase opportunities for staff working with younger children to enhance their ongoing professional development, to raise the quality of teaching even higher
- strengthen children's ability to be increasingly independent, and their understanding of how hygiene practices contribute towards keeping themselves and others healthy.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed several joint observations with the nursery manager.
- The lead inspector held a meeting with the nursery manager and owner. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sarah Rhodes/Janice Lindsell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand their individual responsibility to keep children safe. They have a good understanding of what would constitute a safeguarding concern. If children are absent from nursery staff check with parents to see why they are not attending. Strong security systems are in place to safeguard children from intruders and ensure they only leave with their designated carer. All staff, including visiting sports professionals, have their suitability verified. Staff are encouraged to undertake regular training and use their new skills, for example, they use sign language, to enhance children's learning experiences. The manager reviews staff's assessments of children's progress to ensure all areas of learning are planned for, and assessments are regularly undertaken and accurate. They analyse the information to identify any area where groups of children need extra support to make good progress.

### Quality of teaching, learning and assessment is good

Staff plan exciting activities to extend children's abilities. For example, they use a story to engage children in thinking about size, encourage them to develop an interest in books and act out the story for themselves with their friends. Older children are encouraged to develop active listening skills and work in small groups. They start to develop the ability to distinguish between sounds as the start of early literacy skills. Younger children also work well in small groups and concentrate for good periods of time on fun activities, that target their next steps in learning. Children gain an understanding of nature as they dig in the spacious and inviting garden, listen and look at what is around them.

### Personal development, behaviour and welfare are good

Children behave well and develop a clear understanding of how to treat others with kindness and respect. They develop an understanding of a healthy diet through discussions with staff at unhurried mealtimes. Children learn to be physically able, they confidently manage to negotiate the stairs to the first floor group rooms. Those with mobility issues have appropriate help from staff, who have realistic but challenging expectations of what children can achieve. Partnerships with parents are good. Staff use daily diaries and newsletters to inform parents about activities undertaken. Access to an online learning record allows parents instant access to details of the next steps in their child's learning and their overall progress.

### Outcomes for children are good

Most children are working comfortably within the range of development typical for their age and are well prepared for the move on to school. Children who have special educational needs and/or disabilities are making very good progress in line with their abilities. Where required, assessments are undertaken to secure targeted support for children, to help them start to develop the skills they will need for the move on to school. Children's confidence, curiosity and ability to think is particularly well supported. They have excellent imaginations and are very creative. Children are starting to recognise some sounds that letters represent and are developing skills associated with writing.

## Setting details

<b>Unique reference number</b>	EY499590
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1114057
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 14
<b>Total number of places</b>	145
<b>Number of children on roll</b>	181
<b>Name of registered person</b>	Rainbow Day Nursery Middlewich Limited
<b>Registered person unique reference number</b>	RP901072
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01270 589429

Rainbow Day Nursery registered in 2016. The nursery had been operating under different ownership for 20 years prior to this. It is one of three provisions operated by the owners. The nursery employs 39 members of childcare staff. Of these, 38 hold appropriate early years qualifications, three at level 6, 27 at level 3, six at level 2, one who holds early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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