

Rainbow Day Nursery

Old Station Masters House, Castle Station, Great North Road, NEWARK,
Nottinghamshire, NG24 1BL



Inspection date

Previous inspection date

17 November 2017

8 October 2014

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 owner, who is also the manager, is not fully effective in how she supports, coaches and trains her staff to ensure the quality of teaching is consistently good.
- Although staff complete regular observations of children's learning, they do not use the information gained to quickly narrow any gaps in their development. Children do not make consistently good progress from their starting points.
- Staff do not obtain detailed information from parents about their child's abilities and skills when they first start to attend.
- The owner and manager's self-evaluation does not identify the key weaknesses in teaching and assessment, to ensure the outcomes for children are raised to at least a consistently good level.

It has the following strengths

- Parents speak positively about the nursery. They state that the staff are friendly and that they are kept up to date about who their child has played with.
- Staff in the baby room quickly and effectively adapt their teaching to support the varying ages and abilities of the children they care for.
- Children behave well. They quickly learn about what is expected of them, such as taking off their shoes when they first arrive at the nursery.
- Children's growing independence is supported well. They access a suitable range of toys to support their interests and stages of development.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide focused supervision, support and coaching for staff to identify and address training needs and raise the quality of their teaching to a consistently good level 	17/03/2018
<ul style="list-style-type: none"> ■ make better use of observations and assessments to identify children's individual levels of achievement and quickly take action to narrow any gaps in their learning, so that all children make at least good progress from their starting points. 	17/03/2018

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

- obtain more-detailed information from parents about their children's abilities and skills on entry, to inform initial assessments and promote children's good progress from the outset
- strengthen the way in which reflection is used, to identify and target ways to raise the quality of teaching and assessment and evaluate the impact on children's learning.

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 completed a joint observation with the owner, who is also the manager.
- The inspector held a meeting with the owner. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The owner and manager does not use self-evaluation rigorously to ensure that she continually meets the requirements of the early years foundation stage. She does not reflect in enough depth to evaluate the impact of the quality of teaching and assessment on children's progress. She does not monitor the performance and professional development of staff or children's progress robustly. Staff do not receive focused support and coaching to help them ensure that all children are offered consistently good-quality learning experiences. Furthermore, information exchanged with parents does not enable staff to establish children's starting points swiftly. Safeguarding is effective. Staff complete regular child protection training to keep their knowledge updated with current guidance and procedures to protect children. They complete risk assessments to ensure areas that children have access to are safe and secure. Staff supervise children closely and adult-to-child ratios are maintained well.

Quality of teaching, learning and assessment requires improvement

Although the staff are well qualified, they do not use what they learn from their observations and assessments well enough to plan activities that focus on closing the identified gaps in the children's learning. Furthermore, the quality of teaching is variable. At times, pre-school children are not sufficiently challenged in their play. The interaction between staff and children is generally weaker in the pre-school room. For example, during a planned creative activity, staff overly direct children and do not make the most of opportunities to extend their learning. That said, the quality of teaching in the baby room is better. Staff encourage the babies to explore different textures. They support babies' language development well. Staff introduce new words and repeat them clearly. Babies are enthused by this and attempt to copy and mirror the words and sounds.

Personal development, behaviour and welfare require improvement

Weaknesses in some staff's teaching mean that children in the pre-school room are not always best supported in their learning to make consistently good progress. That said, all children are happy and enjoy their time at the nursery. Staff raise children's sense of self-esteem, for instance, by praising their good behaviour and achievements. They develop positive relationships with them. Children learn about respecting other cultures and families who live within their local community. Children's good health is promoted well. For example, children regularly spend time outside in the fresh air, practising and developing their physical skills. Snacks and main meals are healthy and nutritious. Staff help children to develop their independence skills, such as pouring their own drinks.

Outcomes for children require improvement

Assessment and teaching are not sufficiently well focused to help every child to reach their full potential. That said, children are learning some basic skills ready for their eventual move on to school. Older children make marks on various surfaces. Younger children discover things for themselves and investigate toys with confidence.

Setting details

Unique reference number	EY404659
Local authority	Nottinghamshire
Inspection number	1105069
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	37
Number of children on roll	36
Name of registered person	Jacqueline Barker
Registered person unique reference number	RP511501
Date of previous inspection	8 October 2014
Telephone number	01636 611603

Rainbow Day Nursery registered in 2010. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday all year round except for one week at Christmas and all bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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