

Rainbow Nursery

Rainbow Nursery, Sefton House, Salisbury Street, HULL, HU5 3EU



Inspection date 5 January 2018
Previous inspection date 16 April 2013

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

- Parents comment positively about the staff and the warm, caring environment they provide for children. Babies enjoy the close contact they have with staff, demonstrating that they are emotionally secure.
- Staff work well with other professionals to support children who have special educational needs (SEN) and/or disabilities. They put targeted plans in place to support children's individual needs.
- The manager supports her staff well through supervision and appraisal meetings. Staff review their practice and identify training opportunities that helps to maintain their good teaching.
- Staff plan activities to help children achieve in their learning. They play alongside children and ask them a good range of questions, helping children to develop their thinking skills.
- Staff help children to learn about their local community. For example, they take babies to a shop to buy fruit to taste. Staff take older children to museums to help them learn about the history and culture of the city.

It is not yet outstanding because:

- Staff do not consistently find out about children's interests and achievements from all other pre-schools and nurseries they attend, to help complement and build on children's learning and development.
- Although the manager monitors the progress made by groups of children over the age of two-years-old, she does not do the same for children below this age.

What the setting needs to do to improve further

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

- gather more detailed information about children's interests and achievements from all other pre-schools and nurseries they attend to provide consistency in learning
- strengthen the monitoring of groups of children's progress by including those under the age of two-years-old to help provide targeted support in 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, administrator and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Staff share information daily with parents about their child's achievements and care routines. They invite parents to discuss their child's learning further at meetings. Safeguarding is effective. Staff are clear about their responsibilities to report any signs that may suggest a child is at significant risk of harm. The manager ensures that her staff keep their knowledge of child protection up to date. Staff count the number of children present when they move from indoors to outdoors. They remind children to hold onto the handrail when going up and down the stairs. This helps children to manage their own safety. The manager gathers feedback from parents to help evaluate the effectiveness of the nursery. This has helped her to re-arrange the rooms in the building. Children benefit from spending more time in each of the rooms to help develop stronger relationships with their key person.

Quality of teaching, learning and assessment is good

Staff provide children with opportunities to follow their interests. They observe and monitor children's learning and help them to make good progress. Younger children develop good listening skills and pass books for staff to read. Staff engage children well during story times. They use resources to reflect characters in the story and ask children to pretend to, for example, knock on a door and blow houses down. Children recall favourite fairy stories and make good progress in their literacy skills. Staff promote positive behaviour and encourage children to share and take turns. For example, children stand up skittles outdoors and take turns in rolling a ball to knock them down. Staff provide children with opportunities to learn about themselves as individuals. They ask them questions about their features, such as the colour of their eyes and hair, and the things they like about themselves.

Personal development, behaviour and welfare are good

Staff help babies to develop their physical skills. They hold out their hand and encourage babies to take their first steps. Children develop their physical skills further when they climb and balance on soft shapes in the designated soft-play room. Staff invite parents to bring in family photographs to display. Children point to these and tell staff the names of family members. Staff use these to help children to learn about themselves and for support, and reassurance if they are upset. The nursery cook provides children with a healthy range of meals. Staff talk to children about the benefits of healthy eating. Children say that vegetables will make them 'big' and 'strong'.

Outcomes for children are good

All children, including children who have SEN and/or disabilities make good progress in their learning. Children learn key skills in readiness for future learning. They develop their imagination outdoors. Children pretend that soil is porridge and go with staff on a hunt to look for Goldilocks. They are motivated to learn and are keen to explore the resources that are easily accessible. Older children demonstrate good listening skills and are confident to speak out in a group.

Setting details

Unique reference number	EY457057
Local authority	Kingston upon Hull
Inspection number	1101773
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	53
Number of children on roll	77
Name of registered person	Rainbow Nursery Hull Ltd
Registered person unique reference number	RP532226
Date of previous inspection	16 April 2013
Telephone number	01482 448764

Rainbow Nursery registered in 2013. The nursery employs 21 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. 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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