

Inspection date	11 January 2018
Previous inspection date	22 January 2014

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

- Well-qualified staff observe children's learning and make accurate assessments of their progress. They use this information to successfully plan for what children need to learn next and to reflect their individual interests. Children make good progress in their learning and development.
- Staff work very effectively with parents and a range of other professionals to support children who have special educational needs and/or disabilities and children who speak English as an additional language. Staff are quick to notice children who need support, and they plan activities that help them to reach their full potential.
- Children are motivated by a stimulating, well-resourced environment, indoors and outside, that effectively promotes independent learning. Children are enthusiastic learners who confidently pursue their own interests.
- Staff support children's communication and language well and interact with children down at their eye level. Staff ask children a lot of questions and provide them with sufficient time to think and answer.
- Staff are positive role models who provide children with a lot of praise and encouragement. Children behave very well and are confident and self-assured individuals.

It is not yet outstanding because:

- On occasions, staff do not organise some group activities as well as possible to maintain children's interest and extend their learning further.
- At times, some parental involvement in children's learning is less effective. Staff do not thoroughly encourage all parents to support learning at home or to feedback information about children's achievements.

What the setting needs to do to improve further

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

- develop the organisation of group activities to help consistently maintain children's interest and extend their learning further
- improve further the opportunities for all parents to be involved in their children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.
- The inspector held discussions with the manager and the business manager and looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to protect children from harm. They know what to do should they have any concerns regarding a child's welfare. Strong recruitment, induction, monitoring and appraisal programmes are implemented to ensure staff are confident and capable in their roles and safe to work with children. The management team uses regular meetings effectively to share good staff practice and improve teaching skills. Strong links are established with local schools. Staff provide teachers with important information about children's learning and invite them to visit children in the setting. This helps to promote continuity of children's care and learning well. The manager tracks all children's progress well to help identify those who are falling behind in their learning and puts measures in place for them to catch up. Strengths and areas to develop are clearly identified. The manager includes the views of children and parents in this process. Parents are very complimentary about the nursery. They speak positively about how well staff meet the needs and interests of their children.

Quality of teaching, learning and assessment is good

Staff use children's interest in stories to help stretch their imaginations and to introduce new language. Children are motivated to be involved and concentrate for long periods of time. Babies explore their surroundings at ease and practise walking in the well-organised space. They receive close attention from staff and playful interactions during meaningful activities. Staff skilfully encourage children's mathematical skills. For example, young children count bricks and build towers. Older children draw circles with crayons and discuss differences in size. Staff provide opportunities that allow children to be creative. For example, pre-school children independently explore different ways of painting. They are very proud of the crowns they have decorated ready for the celebrations as the nursery will have been open for thirty years. Older children concentrate as they use scissors to cut out their pictures and remind each other to be careful.

Personal development, behaviour and welfare are good

Staff know the children well, are responsive to their individual needs and deploy themselves effectively. Children feel safe and secure in the setting. Children learn about healthy eating, for example, staff explain how eating well will provide them with lots of energy. Children are encouraged to be independent, such as managing their personal care needs by using the toilet without staff supervision. Younger children develop good physical abilities and gain confidence in their coordination skills. For instance, they use ride-on cars and scooters as they navigate space well.

Outcomes for children are good

Children gain good skills for their next steps in learning. They develop good social skills, such as when they talk to each other at snack time and play cooperatively. Older children gain good literacy skills. For instance, they recognise their names on labels. All children respond well to staff's continuous praise and encouragement.

Setting details

Unique reference number	EY315014
Local authority	Wakefield
Inspection number	1087985
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	74
Number of children on roll	97
Name of registered person	RCC (Yorkshire) Limited
Registered person unique reference number	RP906076
Date of previous inspection	22 January 2014
Telephone number	01924 277260

Rainbow Childcare registered in 2005. The nursery employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, 10 at level 3 and three at level 2. The nursery opens Monday to Friday, from 7.30am until 6pm all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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