

Rainbows Day Nursery

Mauldeth Hotel, Kingsway, Manchester, M19 1BB



Inspection date

17 April 2018

Previous inspection date

31 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Experienced managers have worked hard since their last inspection to evaluate and improve the quality of the nursery. They have successfully addressed the actions that were raised. For example, staff now make regular and accurate assessments of children's learning and plans for individual children help them to make good progress.
- Partnerships with parents are strong. Staff keep parents well informed about children's learning and parents' contributions are valued. Parents' views are also important and they are gathered in a range of ways. For example, staff provide parents with a question each week, such as asking them if they are happy with the nursery menu.
- Staff spend time getting to know children and have a good understanding of their interests, likes and dislikes. Children have good bonds with staff and they are happy and show that they enjoy their time at the nursery.
- The manager trains all staff to consistently promote children's positive behaviour. Training has a positive impact and children's behaviour is good in relation to their age.
- Food provided for children is healthy and nutritious and children wash their hands prior to eating. This contributes to developing children's healthy lifestyles.

It is not yet outstanding because:

- Staff working with two-year-old children have not fully considered the organisation of some routines to help to keep children fully engaged throughout.
- At times, staff working in the pre-school room do make good use of all opportunities to promote children's early writing skills.

What the setting needs to do to improve further

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

- review the organisation of routines in the room for two-year-old children to help to keep them fully engaged at all times
- enhance the opportunities for pre-school children to develop their early writing skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities and free play inside and outdoors. She assessed the impact this has on children's learning.
- The inspector held meetings with the nursery manager and a representative from the local authority. She viewed a range of documents and checked evidence of the suitability of staff working on the premises.
- The inspector observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector spoke to parents on the day of the inspection and viewed written feedback provided prior to the inspection. She took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors children's progress. She uses the information gathered to support staff to help raise outcomes for children. For example, she identified that children's progress in mathematics was not as well developed as other areas in the pre-school room. The manager supported staff to raise the quality of their teaching during activities and together they redeveloped the learning environment. This has had a positive impact, as the teaching is now strong in this area and children's progress has improved. Staff practice is monitored by the management team in a range of ways. The experienced deputy works alongside staff modelling good practice and staff benefit from regular feedback and supervisory sessions with the manager. Safeguarding is effective. Staff are able to recognise the potential signs that a child's safety or welfare may be at risk and are confident in reporting procedures. The environment is safe and secure. Recruitment procedures are robust and ongoing suitability of staff is monitored.

Quality of teaching, learning and assessment is good

Staff working with younger children interact naturally and follow their lead. For example, they recognise children who enjoy music and involve them in song and rhymes. Children smile as they rock to the rhythm and start to use their hands to copy actions. This promotes their listening and attention, speaking and physical skills. Two-year-old children enjoy being outdoors. They carefully balance along crates and confidently jump off the end. They use double-seated tricycles and call for their peers to join them. This helps to promote their physical and social skills. Staff engage older children in planting sunflower seeds. Children confidently count as they add scoops of soil to their pots. Children use mathematical language to describe how tall and big their flowers will grow. Staff teach children about growth and children are interested and motivated to find out more. This helps to develop their awareness of the natural world and how and why things happen.

Personal development, behaviour and welfare are good

Staff working with younger children work closely with parents to find out specific care routine details. For example, they know how each child likes to be settled to sleep. This helps to provide children with consistency and helps children to feel safe and secure. All children are encouraged to become independent. One-year-old children confidently feed themselves and older children help to serve meals and pour their own drinks.

Outcomes for children are good

All children make good progress. Overall, children are well prepared for their move on to school. Older children are confident and self-motivated. They attend to their own personal care needs, follow routines and engage well during adult-led activities. Children join in with stories and recall familiar parts, and their understanding of number is good. Younger children are developing good communication and language skills. They attempt to copy new words that staff model and enjoy pointing at pictures in books to share an interest.

Setting details

Unique reference number	EY536172
Local authority	Manchester
Inspection number	1100559
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 - 10
Total number of places	100
Number of children on roll	97
Name of registered person	Rainbows Day Nursery Manchester Ltd
Registered person unique reference number	RP536171
Date of previous inspection	31 May 2017
Telephone number	0161 248 4004

Rainbows Day Nursery registered in 2016. The nursery is open from Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7am until 7pm. The nursery employs 22 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 5, seven at level 3, six at level 2 and eight members of staff are unqualified. The nursery provides funded education for two-, three- and four-year-old children.

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