

Rainbow Private Nursery School



London Road, Barkston Ash, Tadcaster, North Yorkshire, LS24 9PW

Inspection date	3 May 2018
Previous inspection date	10 September 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children's safety cannot be assured. Staff do not ensure they record children's attendance accurately, which puts them at risk in the event of an emergency.
- Children's health is compromised. Staff do not always follow the correct procedure when administering medication. In addition, staff do not always take the necessary steps to prevent the spread of infection.
- The management team does not closely monitor how well staff promote the educational programmes or how children are progressing towards the early learning goals.
- Staff have not fully developed effective partnerships with parents and all other settings that children attend.
- Staff do not gain enough detail about children's stage of development when they first start the nursery to help them plan effectively for children's future learning.
- Staff do not always use information from assessments to focus sufficiently on the developmental needs of all children when planning activities. This means that some activities lack appropriate challenge and children do not make enough progress.

It has the following strengths

- Staff effectively manage children's behaviour. They give children regular praise for their achievements, raising their confidence and self-esteem.

What the setting needs to do to improve further

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

	Due Date
■ maintain an accurate record of the names of children being cared for on the premises and their hours of attendance	24/05/2018
■ develop staff's health and hygiene practices, with specific regard to reducing the risk of cross-infection	24/05/2018
■ ensure all staff fully understand and implement the correct procedure for administering medication	24/05/2018
■ develop a system to monitor the delivery of the educational programmes and children's development to ensure they are supported effectively to make progress	24/05/2018
■ develop partnerships with parents and other settings children attend and establish a two-way flow of information to complement children's learning between settings	24/05/2018
■ obtain more detailed information from parents about their children's capabilities on entry and use this to inform planning that promotes more rapid progress from the outset	24/05/2018
■ use information from assessments to plan effectively for children's individual needs, interests and next steps in learning that ensure they are challenged in their play.	24/05/2018

Inspection activities

- The inspectors spoke with staff and children during the inspection. An inspector completed two joint observations with the nursery manager.
- The inspectors sampled children's observations, planning and children's development folders.
- The inspectors viewed documentation, for example, first-aid certificates, public liability insurance, policies and procedures and the suitability checks of staff. A meeting was held with the nursery manager.
- The inspectors viewed all areas of the premises used by the children. They observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors spoke to parents during the inspection and took account of their views.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. Staff do not always obtain the required written consent to administer medication which puts children at risk. In addition, staff do not always keep an accurate record of children's attendance. This means staff cannot guarantee children's safety in the event of an emergency. However, staff are aware of the different types of abuse and of what to do if they are concerned about a child's welfare. Staff are involved in regular supervision meetings and training. However, the monitoring of the educational programme is not sufficiently focused to ensure children make progress. Staff have not established relationships with other settings that children attend. This means information about children's learning is not consistently shared to fully maximise their learning experiences. The manager follows clear recruitment procedures and ensures all staff are appropriately vetted before they are employed.

Quality of teaching, learning and assessment is inadequate

Although staff assess children's learning, they do not use this information to effectively identify what children need to learn next. This means that activities are not planned well to extend children's learning, provide them with challenge or support them to learn new skills. Staff have not implemented effective procedures to share information with parents and other settings about children's progress towards the early learning goals. In addition, information staff obtain from parents on entry is focused on children's care needs and does not include sufficient detail about their prior learning. Despite this, children are settled and have fun. For example, they sing songs with staff and enjoying exploring water. Parents feel that staff are friendly and caring.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management and care practices compromise children's health and safety. Staff do not follow adequate health and hygiene practices that reduce the risk of cross-infection and prevent germs from spreading. For example, there are occasions during the day when some staff fail to wash their hands after wiping young children's noses. Nonetheless, children eat a healthy diet and the environment is safe and welcoming. Staff provide children with opportunities to develop their physical skills as they spend time outside in the spacious play areas.

Outcomes for children are inadequate

Not all children make the progress they are capable of and children are not consistently challenged. However, they gain some of the skills that help prepare them for school or their next stage in learning. For example, they develop some self-care skills and form friendships as they play together and socialise. Children develop an interest in literacy and enjoy looking at books.

Setting details

Unique reference number	400088
Local authority	North Yorkshire
Inspection number	1060902
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 - 11
Total number of places	236
Number of children on roll	227
Name of registered person	Rainbow Private Nursery School
Registered person unique reference number	RP903081
Date of previous inspection	10 September 2013
Telephone number	01937 557115

Rainbow Private Nursery School registered in 1990. The nursery employs 50 members of childcare staff. Of these, 39 hold appropriate early years qualifications at level 2 or above, including the nursery manager with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides out-of-school and holiday care and funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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