

Rainbow Day Nursery

19 Craven Road, Reading, Berkshire, RG1 5LE



Inspection date	30 May 2018
Previous inspection date	9 June 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

- The manager has a strong vision for the nursery. She is ambitious and has high expectations of staff. She is supported in this by dedicated staff members.
- Children are settled and happy. The well-established key-person system helps children to build strong relationships with staff quickly. Staff are kind, nurturing and reassuring. They take the time to get to know every child and ensure children's emotional and physical well-being are met.
- Leaders and staff carefully observe children and monitor their progress. This helps them to quickly identify children who may need additional support and put strategies in place to help them catch up.
- Staff know how children learn and develop. They provide a wide range of learning experiences and adapt the learning environment based on children's interests. All children, including those learning English as an additional language, make good progress in relation to their starting points.
- Leaders are effectively reflective. They involve parents, staff and other professionals in their ongoing self-evaluation to gain a good overview of the nursery.

It is not yet outstanding because:

- Staff do not seek precise information from parents about what children already know and can do from the onset to identify accurate starting points in their learning.
- On occasions, staff do not always provide the highest levels of challenge and extend older children's reflection and thought to optimise their independent learning.

What the setting needs to do to improve further

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

- gather more precise information from parents when children first start and consider prior achievements fully when assessing their starting points to inform future planning
- provide even greater levels of challenge for older children and extend their opportunities to think, solve problems and learn independently.

Inspection activities

- The inspector observed activities in the three main rooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, leaders have reviewed all aspects of leadership and management and have raised the quality of the provision effectively. Leaders have made significant, concerted and continuous improvements and these are having a positive impact on the outcomes for children. All actions raised at the last inspection have been successfully addressed. There are improved systems to monitor individual children's progress. Leaders have increased the support for the professional development of all staff. For example, they arrange regular supervisory sessions, monitoring and training to improve staffs' skills. Safeguarding is effective. The provider follows safer recruitment procedures to ensure all staff are suitable to work with children and monitors their ongoing suitability. The manager and staff have a clear understanding of their roles and responsibilities in keeping children safe. They know what signs indicate that a child might be at risk and the procedures to follow in different safeguarding situations.

Quality of teaching, learning and assessment is good

Staff encourage children to make choices in their play from a good range of resources which is inviting and easily accessible. Staff observe children's individual interests and use these to carefully plan what they need to learn next. Staff focus sharply on supporting children's communication and language skills. They model and repeat words and use words in the home language of children who are developing their understanding of English. Children benefit from interesting learning opportunities. For example, younger children explore many sensory objects and different textures. Older children are curious, to search and compare mini-beasts in the soil. Staff support children's imagination effectively through role play. For instance, children fully engage in discussions when using a mud kitchen outside and pretend there is a volcano in the sandpit.

Personal development, behaviour and welfare are good

Staff know children well and provide effective support to enable them to feel safe and secure. Children's behaviour is good. Staff act as appropriate role models and help children to understand clear expectations and boundaries. Children share and take turns well. They learn to be respectful and to consider the needs of others as they play. Children benefit from plenty of exercise and outdoor experiences and they enjoy nutritious food. They learn to negotiate space, move their bodies in different ways, balance and play well together as they climb on equipment. Children have opportunities to develop their understanding of the world through activities and themes that interest them. This helps them to learn about different people, their communities and cultures.

Outcomes for children are good

Children develop a range of skills in readiness for their move on to school and the next stage in their learning. Babies and young children have many opportunities to develop their physical skills as they explore outdoors and successfully use a range of tools. Older children successfully develop early literacy and mathematical skills. For example, children talk about familiar stories, shapes and confidently count during their activities.

Setting details

Unique reference number	EY221842
Local authority	Reading
Inspection number	1100962
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 - 5
Total number of places	59
Number of children on roll	70
Name of registered person	Royal Berkshire NHS Foundation Trust
Registered person unique reference number	RP903349
Date of previous inspection	9 June 2017
Telephone number	0118 322 7112

Rainbow Day Nursery registered in 1999 and is located in Reading. The nursery provides day care for children of parents who are employees of the Royal Berkshire NHS Foundation Trust. The nursery is open Monday to Friday, from 7am until 6.30pm, for most of the year. The nursery is in receipt of funding for the provision of free early education for three- and four-year-old children. There are 19 staff working with the children, 17 staff hold recognised childcare qualifications from level 2 to level 4. The manager has a BA Honours Degree in Early Years Care and Education.

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