

Rainbows Day Nursery

13 Grosvenor Road, Bircotes, DONCASTER, South Yorkshire DN11 8EY



Inspection date	29 August 2018
Previous inspection date	7 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff do not gather detailed information from parents about what children can do on entry or share information about children's progress with parents, to better inform planning.
- Children are not fully supported in making as much progress as possible. They do not receive enough challenge in their learning and development. Ongoing observation and assessment are not used skilfully to match all activities to children's learning needs or to identify any gaps in their development.
- Some children do not make enough progress in their learning. The manager does not use assessment information to identify appropriate interventions for groups of children and to target teaching.
- The manager does not focus her monitoring of staff's practice sufficiently on improving the quality of teaching.

It has the following strengths

- Staff provide a welcoming, nurturing environment for children. They settle well and show that they feel emotionally secure and confident as they play.
- Parents receive daily verbal information about the activities in which their children take part.

What the setting needs to do to improve further

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

	Due date
involve parents in their children's learning and improve the exchange of information on entry and during the placement that helps children to make progress	01/09/2018
use information from observations and assessments to plan challenging learning experiences that precisely match each child's needs	31/12/2018
use information about children's progress and identified gaps in learning, to target teaching and narrow gaps in attainment.	31/12/2018

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

- check the quality of teaching, so that all staff know what they must do to improve their skills.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and deputy manager of the pre-school, and spoke to staff about safeguarding and children's learning.
- The inspector looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Kim Barker

Inspection findings

Effectiveness of leadership and management requires improvement

Staff's assessments of children's learning and development are not always accurate. Staff are not clear about how to use ongoing assessment as a way of tracking children's development and to help them make good progress. The arrangements for safeguarding are effective. There are procedures to assure the health and safety of children who attend the setting. The provider knows and understands her responsibility in ensuring the ongoing suitability of staff who work with children. They are clear about following local safeguarding procedures to help ensure that children are safe. Staff are aware of the signs and symptoms of harm and neglect. They attend training courses to ensure their knowledge is current, for example in first aid and safeguarding. Leaders have taken some steps to begin to monitor staff's practice, through six monthly supervision sessions. However, they have not identified the weaknesses in planning and assessment that helps children to make best possible progress.

Quality of teaching, learning and assessment requires improvement

Initial assessments do not inform the staff about children's developmental levels. Staff's planning is not informed by information about what children already know and can do. Staff generally interact well with children. For example, they join in with children's play, model language and give children time to think and to answer questions. Staff observe children to identify their interests. However, they do not use this information to match activities to individual children's learning needs. Planning does not provide children with sufficient challenge to help them to make good progress. Nevertheless, children have opportunities to develop some skills. For example, they increase their dexterity and learn language about quantities as they enjoy making play dough. They play imaginatively and learn words to describe position and estimate measures as they make a den outdoors.

Personal development, behaviour and welfare require improvement

Children build warm trusting relationships with their key person and familiar members of staff. Babies roll a ball down a chute, as they play outdoors. Key persons talk to them about what they are doing. This helps babies to make sense of their actions and develop their understanding further. Children confidently make choices about what they want to eat as they sit together during meals and snacks.

Outcomes for children require improvement

Children gain some basic skills to help prepare them for the next stage in their learning, within the nursery and when they are ready for the move on to school. They make marks, learn to distinguish colours and learn some number names as they play. They have access to a good variety of toys and resources in the nursery. However, not all children, including those in receipt of funding, receive sufficient challenge to reach the next stages in their learning and some achieve below typical expectations for their age.

Setting details

Unique reference number	EY403511
Local authority	Nottinghamshire County Council
Inspection number	10065315
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	40
Number of children on roll	56
Name of registered person	Williams, Keely
Registered person unique reference number	RP910624
Date of previous inspection	7 July 2015
Telephone number	01302743388

Rainbows Day Nursery registered in 2010. The nursery employs eight childcare staff. Of these, two hold appropriate early years qualifications at level 6, five at level 3 and one is an apprentice. The nursery opens Monday to Friday, for 50 weeks of the year and closing on public holidays. Sessions are from 7.30am until 6pm.

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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