

Rainbow Childrens Nursery School

26-28 Eastbourne Grove, Bolton, Lancashire BL1 5LH



Inspection date	14 September 2018
Previous inspection date	22 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager works closely with the setting owner to improve the setting continually. Staff are well qualified and knowledgeable about the requirements of the early years foundation stage. They help all children progress well from their unique starting points.
- The environment for learning is vibrant, engaging and welcoming. Displays celebrate children's experiences and achievements. Information for parents is provided in the hall and there are opportunities for parents and children to give feedback about the setting.
- Children of all ages are supported to develop independence. They learn to pour their own drinks and serve food at mealtimes. Meals are balanced, nutritious and freshly prepared on the premises. Staff help children to make healthy lifestyle choices.
- There are good systems in place for recruitment, induction and supervision of staff. This helps to ensure that staff are suitable. Staff are deployed well and flexibly across the setting so that children are closely supervised, wherever they are.
- Staff are excellent role models. They have high expectations of all children and help them to understand rules and routines. Children's behaviour is very good.
- The manager ensures that staff engage in regular training and development activities. These have a positive impact on practice and help to improve outcomes for children.

It is not yet outstanding because:

- Although staff monitor the progress of individual children to good effect, they are not yet making the best use of information about the progress of groups of children.
- Sometimes, staff ask children questions in quick succession without giving them time to think and respond.

What the setting needs to do to improve further

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

- strengthen the use of information about the progress of groups of children to help them to make the best possible progress
- extend opportunities for children to enhance their speaking and listening skills, giving them time to think about and respond to questions they are asked.

Inspection activities

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

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have concerns about a child's welfare. A range of robust health and safety policies and procedures is evident in practice. Risk assessments are used to reduce hazards and children learn how to recognise dangers as they play. Staff use their assessments to track children's progress over time. This helps staff to highlight any gaps in children's learning, which are planned for. Partnerships with parents and other professionals are strong. Parents know their child's key person and what they can do to support learning at home. Excellent communication helps staff to build on children's achievements at home.

Quality of teaching, learning and assessment is good

Teaching is good. Staff get to know children very well and understand their individual needs. Effective systems are in place for observation and assessment. Staff plan activities and experiences which support children's interests and help them to achieve their next steps in learning. There are many opportunities for children to develop early reading skills. Children settle into comfortable, cosy spaces and independently access a range of interesting fiction and non-fiction texts. At group times, children enthusiastically join in with songs and action rhymes. Staff sit alongside children as they play and help them to think for themselves and solve problems. Outside, children develop physical skills in enjoyable group games. They build strength in their arms as they control the parachute together.

Personal development, behaviour and welfare are good

Staff gather detailed information from parents about children's care needs, home routines, likes and dislikes. This enables staff to provide what children need and help them to settle quickly when they start in the nursery. Staff understand that children can be unsettled when they are preparing to move rooms or on to school. They provide sensitive support and help children to develop the resilience to cope well with change. Staff promote good hygiene routines. For example, children wash their hands before meals and clean their faces after eating. Staff teach children to appreciate and celebrate similarities and differences. Children learn about the natural world and play outside in all weathers. Staff help children to understand the importance of wearing appropriate clothing, at all times.

Outcomes for children are good

Children of all ages and stages of development make good progress. Babies show great excitement as they play in soapy water, splashing and washing their dolls. Toddlers develop coordination and control as they play ring games with staff, singing and moving together to the rhythm. Older children work together as a team to move natural building materials outdoors. They coordinate their actions and plan together. Children are very well supported to develop the skills and confidence they need to be ready for school.

Setting details

Unique reference number	315998
Local authority	Bolton
Inspection number	10059747
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 - 3
Total number of places	44
Number of children on roll	47
Name of registered person	Karrey Ann Cotton and Christopher Cotton Partnership
Registered person unique reference number	RP908300
Date of previous inspection	22 August 2014
Telephone number	01204 493889

Rainbow Children's Nursery School registered in 1987. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and five hold a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

