

Rainbow Day Nursery

Old Station Masters House, Castle Station, Great North Road, NEWARK,
Nottinghamshire NG24 1BL



Inspection date	5 November 2018
Previous inspection date	17 November 2017

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

- There have been effective improvements since the last inspection. The well-qualified manager and newly appointed deputy manager demonstrate a dedicated commitment to making ongoing improvements. They seek the views of staff, parents and children and set clear targets to make positive changes for children.
- Staff provide well-resourced learning environments inside and outdoors that stimulate children's interest, curiosity and excitement. Children are given plenty of opportunities to make choices and be independent.
- Children are happy and confident. Staff are caring and friendly and form warm bonds with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Partnerships with parents are a particular strength. For example, staff communicate with parents regularly about children's ongoing development and help them to support children's development at home. Parents speak very highly of the nursery and its staff.
- Children behave very well. Effective explanations from staff ensure that children are learning to understand the needs of others and the reasons for any boundaries. As a result, they are able to show consideration for their peers.

It is not yet outstanding because:

- Systems for planning and tracking groups of children to enable staff to accurately check on any differences or gaps in learning are not fully embedded.
- Staff do not make the best use of what parents know about their child's learning at home when making their initial assessments of children's starting points.

What the setting needs to do to improve further

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

- strengthen systems that monitor the progress of different groups of children to accurately identify and plan for any trends in the pace of learning and use this information to raise the progress that children make to a higher level
- strengthen how staff use information gained from parents about their children's learning and development, to more precisely assess children's starting points when they first start at the nursery.

Inspection activities

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

Inspector

Sue Riley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the child protection referral procedure well and understand wider safeguarding issues. Since the last inspection, a strong focus has been placed on improving the quality of teaching. The manager has started to monitor staff practice and hold individual supervisory meetings. Staff have attended a variety of training and have shared this information with the whole team. Recruitment and vetting procedures are stringent and ensure that staff are fully vetted. There is a very thorough and robust induction procedure. This means that newly appointed staff do not have unsupervised access until all suitability checks are complete. Daily safety checks and risk assessments help ensure that children always play in a safe environment and are not exposed to risks.

Quality of teaching, learning and assessment is good

Staff use their good understanding of child development to plan a wide range of enjoyable learning opportunities, which keep children motivated to learn. For example, younger toddlers delight in adding water to the sand and mixing it all together. Older children enjoy playing in the dinosaur cave where they notice the little lights and count the dinosaur eggs. This promotes their imaginative and mathematical skills. Overall, staff support children's communication and language skills well. They engage them in meaningful conversations about what they are doing and encourage them to share their home experiences. Staff check on children's achievements successfully and know their key children well. They observe children regularly and have started to monitor their progress. However, this is not effective enough to enable staff to swiftly recognise and address any gaps in children's learning.

Personal development, behaviour and welfare are good

Staff support children well to learn about healthy lifestyles. Children are provided with nutritious homemade meals and drinks and enjoy being physically active outdoors. They pick vegetables and fruit that they have grown and then eat them for their lunch. Children learn how to use equipment and how to keep themselves safe. They have good opportunities to learn about diversity, such as while engaging in activities that help them to learn about different cultural backgrounds.

Outcomes for children are good

Staff have good relationships with staff at the local primary schools and share a summary of children's achievements with them when children leave. This contributes to the continuity in children's learning and development and a smooth move to school. Older children competently demonstrate their coordination skills as they use knives and forks to cut up their food at lunchtime, while younger children carefully pour water between containers. Children build friendships and develop good social skills. They develop key skills in readiness for school and their future.

Setting details

Unique reference number	EY404659
Local authority	Nottinghamshire County Council
Inspection number	10079520
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	1 - 4
Total number of places	37
Number of children on roll	24
Name of registered person	Barker, Jacqueline
Registered person unique reference number	RP511501
Date of previous inspection	17 November 2017
Telephone number	01636 611603

Rainbow Day Nursery registered in 2010. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and all bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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