

Rainbow Day Nursery

28 Church Road, LYMM, Cheshire WA13 0QQ



Inspection date	19 February 2019
Previous inspection date	11 January 2016

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

This provision is good

- Staff teach children about the local community, wider world and differences and similarities between themselves and others. For instance, they provide displays, resources and books that reflect children's cultural backgrounds. Staff also take children on trips around the local area, for example to a residential care home.
- Staff value parents as partners in their children's learning. They exchange information about children's progress and guide parents in how to support children's learning at home. Parents comment positively about the setting, and partnerships with parents are a key strength.
- Staff provide children with a stimulating and welcoming environment indoors and outdoors. Children are motivated and curious learners. For example, children talk with staff about the colours they are mixing together, as they paint different coloured planets and space rockets.
- Members of the management team regularly review the quality of the provision. They seek and welcome the views of children, parents and staff on an ongoing basis. This information is used to make improvements to the quality of practice.
- Staff regularly observe children and accurately assess their stage of development. They use the information gained, together with their knowledge of children's interests, to plan a wide range of enjoyable and challenging opportunities. All children make good progress.
- The programme for the professional development of all staff does not focus robustly on raising the quality of teaching to an outstanding level.
- At times, staff in the early learners room do not manage transitions between daily routines well. As a result, children become easily distracted and unsure of what to do next.

What the setting needs to do to improve further

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

- build on the programme of continuous professional development for all staff to constantly strengthen the quality of teaching
- review the organisation of movement between daily routines in the early learners room, supporting children more effectively to fully understand what is expected of them.

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 early years director.
- The inspector held a meeting with the early years director and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff understand their responsibility to protect children from harm. They refresh their knowledge regularly through training and professional discussions at staff meetings. The management team supports staff to understand new legislation. In addition, recruitment procedures are robust. The management team checks staff's suitability both at interview and on an ongoing basis to ensure they are suitable to work with children. The management team tracks the progress of individual children and the progress that groups of children make. This helps staff to identify gaps in learning and plan targeted support for children. For example, children are making progress with their fine manipulative skills since staff have ensured writing materials are more available in different contexts.

Quality of teaching, learning and assessment is good

Staff interact positively with children and facilitate their play well. For example, children confidently talk about the dinosaurs and what they like to eat. Children are beginning to develop their understanding of early literacy as they learn to write letters on the easel and as they count with staff. For example, children enjoy making rockets and writing their initials on them before 'zooming off' into space and counting backwards from 10 to zero. Younger children enjoy playing in bubbles as they wash the dolls and recognise parts of the body. Staff promote children's communication and language skills well. They tune in to children's interactions and use a variety of verbal and non-verbal communication. Staff introduce descriptive language and encourage children to join in with the nursery rhymes and action songs.

Personal development, behaviour and welfare are good

Children behave very well. Staff are good role models and they encourage children to be kind and considerate to others. Children show high levels of independence and develop good self-care skills. Staff encourage them to complete tasks for themselves, for example at snack times and when using the bathroom. Good hygiene routines are promoted well throughout the nursery. For example, clear procedures are in place to minimise the spread of any infections, and exclusion policies are adhered to at all times. Children have plenty opportunities to play energetically and enjoy the outdoor environment. They enjoy practising their balancing skills and negotiating space as they climb on large apparatus and ride on bicycles.

Outcomes for children are good

All children make good progress and are developing into independent learners. They are well prepared for their next stages of learning and ultimately for school. During group story times, they confidently express their views and ideas. Younger children develop good imaginative skills as they act out traditional stories. For example, they use new vocabulary as they mix spells with their magic wands.

Setting details

Unique reference number	EY404796
Local authority	Warrington
Inspection number	10074401
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	77
Name of registered person	Stockton, Paul Gordon
Registered person unique reference number	RP904290
Date of previous inspection	11 January 2016
Telephone number	01925756569

Rainbow Day Nursery registered in 2009. The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and above, including one with early years professional status and two who hold qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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