

# The Rainbow Day Nursery

Stow Heath Primary School, Vaughan Road, WILLENHALL, West Midlands  
WV13 3UD



<b>Inspection date</b>	28 February 2019
Previous inspection date	18 September 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Since the previous inspection, the management team and leaders from the linked primary school, have rigorously driven improvements. They have used internal and external professional development and training opportunities to improve the quality of teaching. They are committed to achieve the best outcomes for all children.
- Babies and children are cared for by well-qualified and attentive staff. They obtain detailed information from parents as their children begin at the nursery. Staff use this information to inform their assessments about what children know and can do. Staff precisely plan for the next steps in children's learning. This enables them to make good progress.
- Parents are very complimentary about the nursery. They say their child's confidence has really grown since they started and that staff listen and act on their comments. Fathers say that staff make them feel comfortable to come into a female environment and talk about their child.
- Staff work very effectively with other professionals, such as speech and language services. As a result, they secure timely intervention to support individual children. This helps children to make the best possible progress in relation to their starting points.
- Children are not able to take full advantage to practise their early mark making because of a lack of resources outdoors.
- Monitoring is not always robust enough to ensure the quality of teaching is consistently of a high quality, because it has not yet had time to fully embed.

## What the setting needs to do to improve further

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

- increase children's sensory, physical and early mark-making experiences outdoors
- further embed the monitoring systems to make sure all staff build on their existing knowledge of how children learn through effective teaching.

### Inspection activities

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

#### Inspector

Lorraine Lawton

## Inspection findings

### Effectiveness of leadership and management is good

The management team monitors the progress of the different groups of children, such as boys and girls, to identify gaps in their learning. For example, staff plan activities to boost boys' ability to use writing tools. They provide parents with story books and furry animal characters to spark younger boys' interest in books. This supports children's targeted learning. Safeguarding is effective. Staff undertake comprehensive training and articulate a strong awareness of wider child protection issues and the procedures to follow in the event of any concerns about a child or member of staff. Recruitment and induction procedures are robust. Children's attendance is accurately recorded. Risk assessment includes a rigorous analysis of the reasons for children's accidents and leads to changes in the organisation of space and equipment.

### Quality of teaching, learning and assessment is good

Children eagerly explore their interesting and stimulating environment. Staff creatively use the activities that children enjoy most during their self-chosen play to provide learning opportunities, such as linking letters with musical sounds and role play. Children are motivated by activities that stimulate their imagination. For example, babies explore black and white patterns and textures. Young children say how 'cold' the ice feels as they watch it melt. Older children pretend to have claws and growl as they animatedly describe the 'big bear' in their forest school. Staff focus on the development of children's language. They gain children's attention and maintain eye contact when they talk to them. They use pictures to help children's understanding. All children achieve well.

### Personal development, behaviour and welfare are good

Staff successfully work with parents to settle children when they start and as they move within the nursery. All children have plenty of time to get to know staff and other children in their new rooms. Children quickly develop a sense of belonging and they feel safe. Children have opportunities to ride trikes and to climb outdoors. Staff supervise babies effectively as they cruise around and practise their physical development. Staff provide children with nourishing snacks and meals. All children have independent access to drinks. Staff encourage young children to sip from a cup and to drink water instead of juice. Children are encouraged to give up their dummies by hanging them on a 'dummy tree'. This helps to prevent the long-term problems that may occur with children's prolonged use of sugary drinks, bottles and teats. Children's toilet training is well supported and older children manage their self-care needs without prompting.

### Outcomes for children are good

All children are well prepared for the next stage of their learning, including their move to school. Older children build relationships with school staff because they spend time together the term before their move. They eagerly show their competent computer skills. They share and show respect for each other. Young children enjoy playing with sand and glittery water. They love listening to stories and they join in with repetition. All children learn to concentrate and they persevere. They excitedly explore their forest school where they experience a natural environment and develop an empathy for living things.

## Setting details

<b>Unique reference number</b>	EY337221
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10080492
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	69
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	The Governing Body Of Stow Heath Primary School
<b>Registered person unique reference number</b>	RP904236
<b>Date of previous inspection</b>	18 September 2018
<b>Telephone number</b>	01902 550734

The Rainbow Day Nursery registered in 2006. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery operates from Monday to Friday all year round, except for two weeks during the Christmas period. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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