

Rainbow Day Nursery

Westgate Primary School, Summerhill Road, Dartford, Kent DA1 2LP



Inspection date	15 February 2019
Previous inspection date	30 October 2018

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

- The management team shows a commitment to continual improvement. Managers ensure that staff in each room have their own action plans, which are consistently reviewed and new ideas implemented. The views of children and parents are valued, regularly sought and included in the process.
- Staff place a high priority on supporting children's emotional development. They are welcoming and attentive to all children's needs. Babies are helped to feel secure and settled. Staff encourage older children to form friendships with each other and to behave well.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work very closely with parents to help ensure that children's needs are quickly identified and targeted teaching is promptly implemented. Staff work closely with other professionals to gain advice and additional support as necessary. All children are making good progress according to their individual abilities.
- Staff effectively use additional funding to target the needs of children who receive it. For example, specific resources based on children's interests have been bought to help children's ongoing learning, such as turn taking.
- Parents are very complimentary about the nursery and the attention that the staff provide to their children. They say that their children's social skills have increased since coming to the nursery. Staff speak to parents daily to help keep them informed about their children's progress.
- At times, staff do not maximise children's learning across all areas. Some rooms, and the babies outdoor play area, are not as inviting and stimulating as they could be.
- On occasions, staff do not adjust their teaching during planned activities as quickly as possible to help younger children fully extend their language skills.

What the setting needs to do to improve further

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

- enhance all areas where babies and young children are cared for, to provide further challenge in their play and learning
- build on the monitoring of staff practice with more rigour, to enhance staff's knowledge, such as how to extend younger children's language skills, and to raise the quality of teaching to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the management team, staff and children at appropriate times.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector looked at samples of children's records. She looked at a range of other documents, including the safeguarding policy and procedures.
- The inspector spoke to some parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team and staff have a secure understanding of child protection procedures. They know how to manage any concerns they may have about children's welfare. Staff implement risk assessments and ensure that any accidents are effectively managed. The management team follows robust recruitment, vetting and supervision procedures to help ensure that staff working with children are suitable to do so. Managers encourage staff to extend their professional development. For example, several staff have undertaken higher qualifications since starting at the nursery. They complete continuous training such as how to support children's behaviour. This has a positive impact on children's emotional development. Managers and staff complete regular observations of children's achievements and check the progress of different groups of children.

Quality of teaching, learning and assessment is good

Staff know children well and offer them a good balance between planned activities and those that children choose for themselves. Older children have fun pretending to be in a bakery. Staff join in with their play and help them to learn. For instance, they support children's early writing skills when they introduce the idea of making a shopping list. Staff help younger children learn how to solve problems when they make construction items. Staff successfully use various strategies, such as visual aids, to support children who speak English as an additional language. This helps children to make connections in their learning. Babies and toddlers enjoy sensory play. Staff introduce them to textures, such as paints and sand. As a result, they have lots of fun and learn how to successfully make marks using tools, such as a range of brushes.

Personal development, behaviour and welfare are good

The key-person system works well. The home visits and regular discussions with parents contribute positively to the continuity of care for children. Staff promote children's health well with nutritious meals, exercise and outdoor play. Younger children demonstrate very good self-help skills. For instance, they proudly show visitors how they can manage the zips on their coats. Staff follow good hygiene routines when carrying out care routines with babies and toddlers. Older children demonstrate good physical skills and an awareness of their own safety. For example, they confidently adjust planks to walk on and balance along play structures they have made.

Outcomes for children are good

All children successfully gain the skills they need to move on to the next stage of their learning or school. This includes children who receive funded education, children who speak English as an additional language and those with SEND. They make good progress from their starting points. Babies and toddlers show confidence in selecting resources that interest them. Older children have good social skills and initiate conversations. They readily take turns and they are considerate to each other. Younger children listen attentively to stories and confidently join in at relevant sections. They make marks to develop their literacy skills and count items during their play to help build on their mathematical understanding.

Setting details

Unique reference number	127485
Local authority	Kent
Inspection number	10085856
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	124
Number of children on roll	161
Name of registered person	Rainbow Day Nursery (Early Years Centre) Limited
Registered person unique reference number	RP903453
Date of previous inspection	30 October 2018
Telephone number	01322 270909

Rainbow Day Nursery registered in 1985. The nursery employs 33 members of staff, of whom 23 hold appropriate early years qualifications at level 2 or above. The nursery is open each weekday from 6.45am to 6pm, all year round. It runs a breakfast and after-school club and a holiday club during all school holidays. The nursery is in receipt of funding for free early education for children aged two, three and four years.

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