

Rainbow Nursery School - Ormond Road

Unitarian Church Hall, Ormond Road, Richmond, Surrey TW10 6TH



Inspection date	2 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff's high expectations and guidance help children to manage their own behaviour. As a result, children's behaviour is impeccable. They take turns and readily include other children in their games.
- Parents speak highly of the setting. They comment that it is like a 'second home' and feel that their children are very well cared for by the staff team and that they have great opportunities to learn.
- Staff involve parents in their children's learning. For example, they provide a letter of the week so that parents can help the children hunt for items beginning with the letter at home.
- The outdoor area is a real asset to the setting. Children have ample opportunities to develop their imagination, curiosity and exploratory skills, and to manage risk.
- Partnership working is good. The dedicated management team works closely with the special educational needs coordinator to secure links with external agencies. This ensures that children with special educational needs and/or disabilities are fully supported and make good progress from their starting points.
- The manager uses additional funding effectively to secure all children's good progress. Additional funding is used to extend the available sensory resources and help to narrow identified gaps in children's learning.
- On occasion, staff miss opportunities to extend children's learning, especially when children lead their own play.
- Some supervision systems, such as peer-to-peer observations, are still in their infancy, and need to be further developed to continually improve practice to the highest level.

What the setting needs to do to improve further

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

- support staff to recognise when and how to intervene to extend the children's learning during activities
- enhance supervision processes and encourage the strongest staff to share their expertise to elevate the quality of teaching to an outstanding level.

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 to the manager, staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of practice with the manager.
- The inspector took account of the views of parents.
- The inspector looked at a range of documentation, including staff's suitability, policies and procedures, and children's learning records.

Inspector

Damiana Cornacchia

Inspection findings

Effectiveness of leadership and management is good

The manager evaluates the quality of the provision well. She has a good awareness of the setting's strengths and key areas for improvement. The management team regularly seeks the opinions of children, staff and parents. For example, children actively participate in the set-up of the learning environment. They can express their preference about the activities and resources they would like to have access to during the day, using a visual chart. Safeguarding is effective. Staff have a sound understanding of the procedures they must follow in case of concerns about children or adults. They regularly complete training to keep their safeguarding and child protection knowledge up to date.

Quality of teaching, learning and assessment is good

Children have good opportunities to play and learn, inside and outdoors. Staff know the children well. They make regular observations of children's progress and plan effectively for their individual learning needs and interests. Staff support children's mathematical skills successfully and offer challenges during activities. For example, children confidently counted how many 'bones' they collected for their 'dogs' and worked out who had the most. Staff enhance children's literacy skills. They talk to them about initial sounds of words and encourage children to write their names on their artwork. Children use instruments during music sessions. They move their instruments along to the different rhythms. This helps to support children's communication and language and to promote their creative development.

Personal development, behaviour and welfare are outstanding

Children's behaviour is excellent. They understand the setting's rules and what staff expect of them. Staff form very strong relationships with the children and their families. They organise initial discussions with parents to find out how best to care for and support their children's needs. As a result, children feel secure and settle in easily. Children thoroughly enjoy their time at the setting. They learn to do things for themselves and become extremely confident and independent. They tidy up, help themselves at the 'rolling snack café' and move easily between different activities. Staff know how to encourage children to work cooperatively and share resources. They play exceptionally well together, in particular during board games. Staff focus strongly on developing children's health and well-being. Through the daily routine, children learn about the benefits of being active and eating healthily. The outdoor space gives children extensive opportunities to enjoy challenging exercise and practise their physical skills. They skilfully climb apparatus, use stilts, ride scooters at speed and eagerly dig in the mud kitchen.

Outcomes for children are good

All children make good progress from their starting points. They acquire the skills and dispositions needed for the next stage of their learning. Children demonstrate their good mathematical understanding as they sort, match and count objects correctly. Younger children learn to give meanings to the marks they make and older children write their name with confidence. Children put their coats on independently before they go outside.

Setting details

Unique reference number	EY545818
Local authority	Richmond Upon Thames
Inspection number	10103271
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Rainbow Nursery Schools Ltd
Registered person unique reference number	RP545816
Date of previous inspection	Not applicable
Telephone number	07774725472

Rainbow Nursery School - Ormond Road registered in 2017 and operates from a church building in the London Borough of Richmond. It is one of three independent nurseries owned by the provider. It is open Monday to Friday from 9.15 to 12.30pm, during term time only. The nursery manager holds a relevant early years qualification at level 6, one other staff member is qualified at level 4 and three others are qualified at level 3. The nursery is in receipt of funding for two-, three- and four-year-olds.

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