

# Rainbows Day Nursery

13 Grosvenor Road, Bircotes, DONCASTER, South Yorkshire DN11 8EY



<b>Inspection date</b>	22 August 2019
Previous inspection date	29 August 2018

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

### This provision is good

- The well-qualified manager and her deputy have provided strong leadership since the last inspection to successfully address the issues raised. They are well supported by the experienced staff team who have a clear sense of purpose and a shared ambition.
- Staff accurately assess children's progress and plan engaging activities to encourage good achievement in all aspects of their learning. They carefully consider the progress of all children to make sure that any gaps in learning are promptly addressed. They make good use of additional funding to address any delays in children's progress.
- Staff work well with other professionals, such as inclusion services and speech and language staff, to help children with special educational needs achieve their potential. They prepare all children well for the next stage in their education, including starting school.
- The nursery staff provide a broad and exciting curriculum. They enrich children's experiences through the well-planned activities indoors and out. They promote children's communication and language development well, for instance, through listening to engaging stories and singing imaginative songs.
- Staff form strong partnerships with children's parents and carers. They provide regular information on children's progress and provide guidance and support for children's learning at home. Parents typically comment on the warmth, commitment and perseverance of the staff.
- Children are well cared for. Staff are very positive role models and children behave well and think about others. Staff ensure children are constantly kept safe.
- Although staff interact well with children overall, they do not consistently encourage them to think deeply and extend their learning.
- Some opportunities are missed to further promote children's emerging awareness of literacy, particularly the written word, in their environment.

## What the setting needs to do to improve further

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

- strengthen strategies to help children think deeply and extend their learning
- build on provision to further promote children's awareness of letters and words throughout their environment.

### 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 children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

**Inspector**  
Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a very clear understanding of the steps to follow if they have a concern about children's safety, including being influenced by extremist views. The safeguarding lead ensures that staff's knowledge and understanding of child protection procedures are constantly refreshed, for example, with sharply focused training and regular staff meetings. The procedures to supervise and strengthen staff's teaching skills are good. The management team makes regular observations of staff's teaching as a basis for their further development. They value staff's opinions and provide good opportunities for accessing training and support. This has contributed to staff stability and a positive ethos. The manager listens to the views of staff, parents and children in planning well-considered actions for the future development of the provision.

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

Staff have high expectations overall and a thorough understanding of the needs of the children in their care. They work closely with parents to help children get off to a strong start from their individual starting points. Staff's ongoing assessments of children's learning have improved since the last inspection, and are accurate and central to planning to help children achieve their next steps. Staff engage children, including those new to the setting, through well-planned activities and attractive resources. For example, children mix their own sparkling dough to play with, extending their knowledge of capacity and sensory language along the way. The curriculum is planned effectively to systematically build on children's experiences and interests to reach carefully considered goals. For example, children learn to manipulate different-sized painting and drawing media as they develop their ability to manipulate small objects and develop their drawing and writing skills.

### Personal development, behaviour and welfare are good

Children develop very positive relationships with staff from the start of their time in the nursery. The staff's gentle manner and the engaging environment helps babies and children to quickly settle in and feel secure. Staff develop children's trust and confidence in a range of play situations and with people outside the immediate family. For example, staff help children extend their social skills through activities played with different age groups within the nursery. Staff encourage children to establish good health and hygiene awareness. For example, they encourage children to keep their environment tidy and to regularly wash their hands. Children eat nutritious and well-prepared meals in social and friendly groups. Children make strong progress in trying new foods and eating with good levels of independence. Staff help children to express their opinions and make decision for themselves.

### Outcomes for children are good

All groups of children achieve well. The nursery forms good links with other settings children attend and supports their smooth transition to school. Children develop curiosity and a keenness to learn. They show good levels of independence. For example, children spend a long period creating imaginative role play.

## Setting details

<b>Unique reference number</b>	EY403511
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10078167
<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 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Williams, Keely
<b>Registered person unique reference number</b>	RP910624
<b>Date of previous inspection</b>	29 August 2018
<b>Telephone number</b>	01302743388

Rainbows Day Nursery registered in 2010. The nursery employs six childcare staff. Of these, two hold appropriate early years qualifications at level 6 and four at level 3. The nursery opens Monday to Friday, for 50 weeks of the year, closing on public holidays. Sessions are from 7.30am until 6pm.

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