

Inspection of Rainbow Private Day Nursery

51 Aireville Road, Bradford, West Yorkshire BD9 4HH

Inspection date: 3 December 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The leadership team and staff create a rich, innovative and inspiring learning environment. They have high expectations of what children can achieve and give exceptional thought to the planning of the nursery and education programmes. Children thrive as they play and explore the range of first-class resources available to them. For example, older children develop impressive levels of knowledge and language skills while completing art projects. They use their wonderful imaginations to design, plan and create pictures using natural materials and creative crafts. Children describe what they are doing with great detail. Staff listen carefully to children and use excellent questioning skills to help build on their critical thinking. Younger children are engrossed in their play and develop excellent coordination and physical skills while playing in sand, for example. Staff encourage them to count how many scoops of sand they have used and measure how full their containers are. This successfully helps children to develop early mathematical concepts. Children are completely immersed in their play and are highly motivated learners. They demonstrate exceptionally high levels of confidence and self-esteem. Children are remarkably happy and settled. Children's behaviour is exemplary. They are courteous and play very well with their friends. Staff are fantastic role models to children with their nurturing and empathetic approach.

What does the early years setting do well and what does it need to do better?

- Members of the leadership team are passionate about maintaining their very high standards. They have an uncompromising drive to continually develop the setting and staff's practice. Findings from rigorous evaluation and observing staff in practice lead to excellent professional development opportunities. Staff receive focused coaching, training and mentoring that help to continually build on their expert knowledge and skills.
- Leaders and staff provide the highest levels of inclusive care and education for all children. They work exceptionally well with external professionals and agencies involved in a child's care. Staff attend regular meetings with parents and other professionals to discuss children's individual learning support plans. These are implemented and embedded effectively into practice. All children receive the tailored support that they need.
- Leaders and staff meticulously observe and monitor children's progress. They use their wealth of experience to identify and address any gaps in a child's development and implement highly effective interventions. All children, including those who speak English as an additional language those with special educational needs and/or disabilities, make excellent progress from their starting points.
- Children thoroughly enjoy helping to read and become immersed in imaginative storytelling. For example, they make up their own stories and nursery rhymes

using finger puppets and musical instruments. They show awe, wonder and delight as they listen intently to stories. Children are independent learners and develop excellent literacy, communication and language skills.

- Staff provide a wide range of resources and daily activities which represent and value children's individual differences, their home lives and experiences. For example, children access regular outings in the local and wider community. They visit places of worship and return to the setting to recreate the buildings they have seen. Children have access to important items used for worship and use these in their play. This helps them to gain an excellent understanding of people, communities and the wider world.
- Staff have implemented highly effective settling-in arrangements. They visit children and their parents at home and take their time to really get to know them. Staff gather copious amounts of information and use this to plan familiar care routines. This helps them to build strong relationships with children from their starting points. Furthermore, staff have superb relationships with parents. They promote an excellent two-way flow of communication and continue to share an abundance of information about their child's progress. Staff suggest ways that parents can help to support their child's learning at home. This helps to promote a consistent approach towards children's learning.
- Children develop excellent independent self-care skills in preparation for their eventual move to school. For example, they learn how to take care of their personal hygiene, prepare for mealtimes and dress themselves from an early stage.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff regularly update their child protection training. This helps them keep up to date with wider safeguarding matters. Leaders have implemented effective safeguarding policies and procedures that help to underpin their excellent practice. Staff have a comprehensive knowledge of the possible signs and symptoms of abuse. They understand the necessary procedures to follow should they have a concern about a child's welfare. Staff maintain a safe environment for children both indoors and outdoors. They complete thorough risk assessments to help ensure the areas of the premises children access are safe and suitable.

Setting details

Unique reference number	302059
Local authority	Bradford
Inspection number	10117581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	46
Number of children on roll	87
Name of registered person	Lisa Egan and Cindy Shaw Partnership
Registered person unique reference number	RP907818
Telephone number	01274 487 206
Date of previous inspection	9 January 2015

Information about this early years setting

Rainbow Private Day Nursery registered in 1989. It employs 17 members of staff. Of these, the manager holds early years professional status, 13 staff hold suitable level 3 qualifications, and two hold level 2 qualifications. The nursery opens Monday to Friday from 8am to 6pm, all year round, except for one week at Christmas and on bank holidays. It offers funded early education places to two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The inspector completed a learning walk with the manager and discussed how the curriculum and setting are organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A joint evaluation on an activity was completed with the manager.
- The inspector held discussions with parents, children and staff at convenient times during the inspection and took account of their views.
- The inspector reviewed a sample of relevant documents including suitability checks, policies, procedures and other records regarding health and safety.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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