

Little Rainbows Nursery

Herongate, Charnham Park, Hungerford, Berkshire, RG17 0YU

Inspection date	07/04/2014
Previous inspection date	15/09/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The nursery staff provide a calm and welcoming environment where children are happy, settle well and develop positive relationships with staff.
- Children behave well and have warm bonds with the staff and other children attending.
- Parents are happy about the care that children receive and the information that is shared with them on their children's development.
- Policies and procedures are well documented and shared with parents.

It is not yet good because

- Staff do not ensure that outdoor equipment and toys are always safe to use.
- Management supervision of staff is not fully effective to identify and monitor staff practice and identify areas for ongoing professional development.
- Monitoring of the educational programme does not address inconsistencies in the quality of staff teaching and this results in a lack of activities that offer a good level of challenge for children.
- Staff do not develop opportunities to increase children's awareness of other cultures, including those of the children who attend the setting.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all of the indoor and outdoor areas of the setting.
- The inspector carried out a joint observation with the manager.
- The inspector sampled the nursery policies and procedures.
- The inspector looked at observation, assessment and tracking records.
- The inspector spoke with children, parents, staff and the manager.

Inspector

Vanessa Brown

Full report

Information about the setting

Little Rainbows Nursery originally registered in 2004 and re-registered in 2010. It is privately owned and managed by a small team of directors. The nursery is open all year round from 7.45am to 6pm, excluding bank holidays and Christmas. All day, morning and afternoon sessions are available. The nursery is situated in Charnham Park, Hungerford. Children are cared for in premises that are fully accessible and purpose built. The premises is located on the ground floor. There are three rooms which cater for the age range of children attending. The nursery has an enclosed garden for outside play. The nursery currently has 71 children on roll, all of whom are in the early years age group. Children attend from the local and surrounding area. The setting welcomes children with special educational needs and/or disabilities and supports children who speak English as an additional language. There are 24 staff currently working with the children, 22 of whom hold a suitable early years childcare qualification and one of these holds Early Years Professional Status. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education to children aged three and four.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all outdoor equipment and toys are safe for the children to use
- ensure regular effective staff supervision and monitoring by management provides ongoing opportunities for staff to develop their knowledge and practice and identify training needs to support all areas of children's learning and development
- develop the staff team's teaching skills and questioning techniques in order to challenge and extend children's all round learning as they play and during everyday routines
- provide opportunities for children to experience exciting activities and new things, to have a go, opportunities for children to keep on trying and develop their own strategies for doing things

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

- develop opportunities for children to celebrate different cultures, including those of the children who attend the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enter the nursery happily and quickly settle as they play with their friends. They enjoy a range of experiences and engage in learning enthusiastically. Staff generally deliver the educational programme well and overall children are making steady progress relative to their starting points.

Staff gather information from parents before they start in the nursery. This includes a routine sheet for the child with any special requirements, ways to help the child settle and a list of things they like to eat. Information is also gathered about children's favourite activities and their individual interests. Parents complete an achievements sheet which includes their children's developmental starting points. The starting points form is displayed on the notice board in the appropriate room so that all staff, as well as the key person, can see where children are in relation to their development when they started at the setting. Staff then place this, along with their ongoing observations, in children's 'learning journey' records and use this to help plan their next steps in learning. Staff complete regular summaries of children's learning, including the progress check for two-year-old children. This helps staff to recognise children's specific needs and plan activities to help them make progress in their learning and development. Children's 'learning journey' records contain a wide range of information and staff confidently discuss their understanding of each child in their care and know their key children well.

Staff provide children with appropriate levels of support to ensure they have opportunities to make steady progress in their learning and development. Management generally monitor the tracking and assessment of children's progress well. However, staff supervision and the monitoring of the quality of teaching is not yet fully effective and does not identify the inconsistencies of across the nursery. For example, although children enjoy and engage in the activities on offer staff do not make the most of opportunities to extend children's learning. Some staff sit with the children and talk to them about their play; asking them questions to make them think. However, some staff focus more on continuing with children's care routines and routine care processes within the nursery rather than interacting with children to extend their learning. For example, staff help children put on their aprons to play with foam and then clean up after the activity has finished. However, there was minimal interaction observed between the staff and children to extend children's communication and language skills during the activity.

Children are supported in their physical development as they benefit from playing outdoors. They have the opportunity to run, climb, jump, balance and pedal using three wheeled tricycles, scooters and cars. There is a climbing area and balance beam as well as a wooden playhouse. However, although staff supervise children's care well the quality of teaching and interaction with children is weak. The nursery does not make the best use of the outdoor learning environment to provide good quality learning experiences for all children to keep them motivated and engaged.

Planning develops from children's individual interests and preferences. Staff encourage

children to develop activities for themselves. However, staff do not provide sufficient challenge to older children. For example, by helping them to experience new things, investigate and develop strategies to help them in their learning. Staff do not demonstrate a suitable awareness of individual children's preferred learning styles and how to support these in children's play.

Good levels of information are shared with parents and the nursery values parents' input. Parent's evenings are held regularly to share information on a child's development and an evening was held to give information to parents on the Early Years Foundation Stage. Parents are given monthly newsletters which include information on the planning for each of the age group rooms in the nursery. They are also given a daily handover book at the end of each day which includes general information on what children have eaten, their sleep patterns and their particular interests for the day. A monthly record also goes home to parents which includes children's interests for the month. Parents are encouraged to add into this so that the nursery can build on children's interests. Staff then add this information to children's 'learning journey' records to help inform their next steps in learning. These strategies to engage parents to share information and promote learning at home generally work well.

The contribution of the early years provision to the well-being of children

Children are happy to come to nursery because staff build strong, caring and respectful relationships with families. Children form warm relationships and strong attachments with key staff which supports them in their learning and development. Access to an outdoor area in the nursery means that children benefit from daily fresh air and exercise. The outdoor areas are accessed in all weathers and are suitably used to support learning. However, outdoor equipment and toys are not always safe for children to use. During the inspection a bicycle was found without rubber handles on the handlebars and this is a potential hazard to children's safety.

The nursery offers healthy balanced and nutritious meals. Food is cooked fresh on site every day and children have continuous access to drinking water. There is a separate kitchen area for the hygienic preparation of food and the baby room has a separate kitchen with sterilization equipment for baby food and bottles. Meals are provided in accordance with parents' wishes and any allergies or dietary needs are given high priority. Children's health and self-care are suitably promoted in some areas. However there are missed opportunities at lunchtimes as staff serve the children their food and drink. Children are encouraged to use a knife and fork. However, staff are quick to cut up the food for the children and jugs with too much water do not support children to learning to pour independently. Consequently, children acquire satisfactory skills, abilities and attitudes to prepare them for their future learning and school.

Children are provided with opportunities to develop their physical skills, both indoors and outdoors. For example, babies have space indoors to move, crawl, roll, stretch and reach. The environment is open and organised with sturdy, low-level units so that they can pull themselves up to a standing position and cruise along the furniture. However, there are

insufficient resources and opportunities created by staff to fully challenge children. For example, babies crawl under the equipment in the baby room as staff do not provide sufficient resources to enable them to develop their movement and exploration. Consequently, staff are not always sufficiently challenging babies to reach their next steps of development. Staff also do not provide sufficient opportunities for children to develop their awareness of the wider world and other cultures. For example, children's own cultural backgrounds are not fully promoted within the nursery to share differences and build on children's self-esteem.

Children demonstrate that they are settled at the nursery and are forming warm relationships with caring adults. There is an effective key person system which supports the emotional development of children well. However children's care is not fully tailored to meet their individual needs and opportunities to challenge children are missed.

Staff promote a calm and relaxed atmosphere in the nursery and this helps children to settle quickly. They learn appropriate expectations with regard to behaviour. For example children are reminded of the importance of not running indoors. Staff help children manage their behaviour as they explain about sharing and children demonstrate generally good self-control and listen to staff explanations to share resources and play together. Parents comment that they are happy with the level of care staff provide for their children.

The effectiveness of the leadership and management of the early years provision

The manager, deputy manager and staff have a suitable understanding of the Statutory Framework for the Early Years Foundation Stage and are aware of their legal responsibilities to safeguard children and promote their learning and development. The manager is confident in her role and uses her knowledge, experience and skills to lead the staff team well. Suitable support systems for staff are in place, including appraisals and mentoring as well as training to help improve staff confidence and practice. However, this supervision and monitoring is not effective as it does not effectively address the inconsistencies in the quality of teaching in the nursery. Therefore, staff are not sufficiently challenging children during their learning to help children make the best progress they can.

There are robust recruitment and selection procedures in place to ensure that staff are suitable to work with children. Staff complete an induction processes and probationary period to ensure they are aware of their roles and responsibilities. There is a comprehensive safeguarding policy and procedure in place. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of child protection concern. Most staff have attended safeguarding training or are booked to attend one. A whistle blowing policy is in place and all staff understand the actions they need to take if they have a concern about the conduct of a colleague. A mobile phone and camera policy is strictly enforced in the nursery. Staff record details of any accidents children have and share details of these with parents. Staff are vigilant about children's security. There are clear arrival and collection procedures and a controlled entry system

with security cameras.

The management team implement detailed and comprehensive written policies to support the efficient management of the nursery. Staff are deployed well. However, they fail to identify the risk of using outdoor equipment that is potentially unsafe for children to use. This is a breach of the safeguarding and welfare requirements and compromises children's safety. This is also a breach of the Childcare Register requirements.

Partnerships with parents are strong. Children's 'learning journey' records are shared with parents and they are able to access information in the form of displays, photographs, monthly newsletters and daily handover books. Parents are complimentary about the staff and the care and education their children receive. Parents are appreciative of the information they receive, through parents' meetings and regular discussions with their child's key person, about their children's development and progress.

The nursery staff have developed close links with the other nurseries and schools in the local area. This helps provides staff with opportunities to gather and implement new ideas and share good practice. Staff also develop strong links with outside agencies to seek advice and support for children's individual needs. This promotes a cohesive approach to learning.

Management and staff at the nursery have regular meetings to decide upon priorities for improvement. They receive support from the local authority to plan actions from looking at their practice. Therefore they demonstrate a sound ability to make improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all outdoor equipment and toys are safe for the children to use (compulsory part of the Childcare Register)
- ensure that all outdoor equipment and toys are safe for the children to use (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY407301
Local authority	West Berkshire (Newbury)
Inspection number	831562
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	71
Name of provider	Rainbows Childcare Ltd
Date of previous inspection	15/09/2010
Telephone number	01488 688 866

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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