

# Rainbow Day Nursery

6b Station Road, Croston, LEYLAND, PR26 9RJ



## Inspection date

Previous inspection date

23 November 2016

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

- Staff know children well and provide effective support to enable them to feel safe and secure. They foster children's growing independence and cooperation very well. Staff encourage children to make choices in their play from the good range of resources that is easily accessible.
- The level of teaching is good. Well-qualified staff know children well and have a secure knowledge of how children learn. Children benefit from a good range of activities which promotes their interest and development. Children make good progress in all aspects of their learning in readiness for school.
- Children follow good hygiene procedures. They have daily opportunities for exercise and fresh air, which help to promote their good health and support their physical development.
- Staff establish good working relationships with parents. They share information about children's progress and invite parents to contribute their ideas to support children's learning. Parents speak highly of the nursery and the support they receive.
- The dedicated manager and her team have a clear vision for further improvements. They engage in continuous reflective practice and value the opinions of staff, children and parents.

### It is not yet outstanding because:

- Children's individual progress is tracked effectively. However, methods to monitor the progress of different groups of children are still in their infancy.
- The planning for children's next steps in learning is not always sharply focused to provide higher levels of challenge for children and promote their rapid progress.

## What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress to include different groups of children
- focus more sharply on the planning of activities so they provide greater levels of challenge to help children make exceptional progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's improvement plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her staff understand their role in protecting children and keeping them safe from harm. They fully understand the procedures to follow should they have concerns about the welfare or safety of a child. The manager meets with staff regularly to monitor their practice and identify further training needs. The staff team has regular opportunities to further their knowledge and skills, and this has a positive impact on the quality of their teaching. The manager closely monitors the progress of individual children. The manager and staff team understand the importance of working together with other professionals to close gaps in children's development. Staff regularly share records of children's progress with parents and encourage them to contribute, such as during their child's initial entry to nursery.

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

Staff get to know children through the completion of regular observations and precise assessments. Overall, they support children well in their learning and plan a range of activities for children to enjoy based on their interests. Children are articulate, active learners. Staff in the baby room give young children a secure base from which they can explore. They provide them with a range of sensory activities and promote their investigation. Children discover different textures as they explore a variety of materials and play in the sand. Staff working with older children use a variety of strategies to support children's developing language skills. For example, they ask questions, describe what children are doing and extend sentences with descriptive words. Children are encouraged to experiment with a range of craft materials which helps to develop their creative skills. Staff support children to develop their mathematical understanding encouraging them to count as they play and during everyday routines.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy the time they spend in this warm and welcoming setting. Staff are deployed well in each room and complete detailed, daily risk assessments to help ensure children's safety. Furthermore, children are encouraged to manage their own safety. They follow rules and help to tidy away toys after they have used them. Children are supported to feel emotionally secure through a successful key-person system. They have flexible settling-in procedures and enhanced transition arrangements as they move rooms. They form strong attachments with staff and build friendships which help to boost their emotional well-being. Staff are good role models. They offer gentle and consistent reminders to children, and children are polite and well behaved.

### Outcomes for children are good

Children make good progress in their learning and develop the skills they need for their future learning. For example, they gain confidence, manage their self-care needs, independence and increasing social skills. They build positive relationships and learn how to share, listen to others and take turns.

## Setting details

<b>Unique reference number</b>	EY488592
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1010066
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	40
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Rainbow Day Nursery Golborne Limited
<b>Registered person unique reference number</b>	RP900818
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772600580

Rainbow Day Nursery was registered in 2015. It operates from the first floor above a grocery store. Access to the first floor is via stairs. The outdoor play area is accessed by an external stairway. The nursery employs five members of childcare staff who hold appropriate early years qualifications at level 3. The nursery opens from 7am to 6pm on Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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