

Rainbow Lodge

12 Elloughton Road, BROUGH, East Yorkshire, HU15 1AE



Inspection date	27 January 2017
Previous inspection date	2 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Strong relationships between the staff and parents help to ensure individual children's needs are successfully met. Regular communication in relation to children's learning contributes towards parents being fully involved.
- Staff promote good behaviour and use positive reinforcement and praise. For example, children are praised for being kind to one another.
- Caring and sensitive staff provide a nurturing environment where children are valued. This helps to foster a strong sense of belonging and community.
- Staff make effective use of discussions and useful questions when they play alongside children. This encourages children to think, investigate and use language to explain themselves.
- The manager and her team successfully evaluate their strengths and identify where they could improve. This helps them to improve outcomes for children and their families.

It is not yet outstanding because:

- The procedures used for monitoring staff practice are not yet focused fully on raising the quality of teaching to an even higher level.
- Staff do not fully analyse the information they collate on children's achievements sharply enough to be sure that different groups are making equally rapid progress.

What the setting needs to do to improve further

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

- focus more precisely on the methods used to evaluate staff performance and drive the quality of teaching in the nursery to an even higher level
- enhance the monitoring of groups of children and accelerate all children's progress in all areas of learning.

Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the nursery manager. The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed the nursery's self-evaluation and the impact this has on the setting.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her staff team are knowledgeable about the signs of abuse and neglect and have attended relevant training. They are fully aware of the reporting procedures in the event of a child protection concern. Staff regularly assess risks in the environment and implement a good range of policies and procedures to help keep children safe. An established system of frequent staff meetings and supervisions helps staff to feel valued. Staff are well qualified. They use their knowledge effectively to ensure children receive good quality care and learning experiences. Staff take effective steps to ensure children are well prepared for changes in their future learning. For example, they have established excellent links with local schools. Parents spoken to on the day comment on how happy they are with the nursery.

Quality of teaching, learning and assessment is good

Staff offer children a wide range of exciting and challenging opportunities to learn. For example, good quality interactions effectively help to develop children's knowledge of letters and sounds. Activities include group singing times and games during which staff encourage children to take part and use their critical thinking. These opportunities help to motivate and engage children in their learning. Staff successfully nurture babies' attempts at early communication. For example, they copy the sounds they make and repeat words to aid their pronunciation. Observations on children's understanding and learning are used effectively to inform planning. This helps staff to identify gaps in children's learning and development and to plan what they need to learn next. Children are challenged appropriately and make good progress in their learning.

Personal development, behaviour and welfare are good

Staff gather detailed information from parents prior to children starting at the setting. This contributes towards staff meeting children's needs from the outset. Staff comfort new children who are settling in. This helps to support their emotional well-being. Babies have good opportunities to explore and investigate their immediate environment. Children have many opportunities to become independent. For example, at lunchtime older children are encouraged to serve their own food and pour their own drinks. They learn how to take care of their personal needs and why hygiene routines are important. Children have plenty of outdoor learning, enjoying fresh air and physical activities. They eat healthy meals and begin to understand healthy lifestyles. Staff are keen to ensure children's safety. They provide high levels of support for children who have medical or dietary requirements.

Outcomes for children are good

All children make good progress. They lead their own play and choose their resources. This helps to build their confidence and enhances their learning opportunities. Older children engage in activities that support their mathematical skills. For example, they learn to read numerals and develop competent counting skills. Children are confident individuals who feel good about themselves. Their physical skills are developing well, for example, young children build towers from wooden blocks and older children play football outdoors. Children are well prepared for the next stage in their learning and school.

Setting details

Unique reference number	EY260996
Local authority	East Riding of Yorkshire
Inspection number	1064436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	62
Name of registered person	Lee Wilkinson and Janet Wilkinson Partnership
Registered person unique reference number	RP909913
Date of previous inspection	2 August 2013
Telephone number	01482 668556

Rainbow Lodge was registered in 2003. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one staff member with early years professional status. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

