

# Raindrops Nursery

Millhayes Sports Pavillion Tunstall Road, Stoke on Trent, ST8 7AQ



<b>Inspection date</b>	30 August 2017
Previous inspection date	10 January 2017

<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 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

- The provider and the staff have brought about a marked improvement to the quality of the nursery provision. Following training, the staff now consistently assess children's progress in line with their individual needs.
- The provider works closely with all staff to ensure they fulfil their expected responsibilities. For example, she makes sure that staff prepare children's activities well in advance and check any newly introduced resources to ensure their appropriateness.
- Staff are warm and caring with all children in their care. They know children well and are sensitive to their immediate needs. This helps children to settle in quickly and develop close emotional attachments. Staff use meaningful praise with the children. This helps children to behave well.
- Staff develop sound relationships with parents. They encourage parents to be effective in supporting their child's ongoing learning at home. Partnerships with other providers, including the local school, ensures consistency and continuity in children's care and learning. Outcomes for children are good.
- The provider reflects on the views of senior management, staff, parents and the children. This helps the provider to focus on targets for continuous improvement over time, so that all children on roll benefit from attending the nursery.

### It is not yet outstanding because:

- Staff are not yet successful in seeking detailed information from all parents about what their child already knows and can do prior to starting at the provision.
- There are few opportunities for children to gain a high level of awareness about similarities and difference between themselves and the wider community.

## What the setting needs to do to improve further

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

- encourage parents even further to share information about what their child already knows and can do so that this comprehensive information can be used from the start
- provide more opportunities for children to develop their awareness about similarities and difference between themselves and others in the wider community.

### 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 with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider ensures all staff attend regular child protection training. Staff are able to identify possible signs of abuse and neglect, and know who to report any concerns they may have about a child in their care. Staff undertake robust risk assessments in all areas and ensure that they remove or minimise any identified hazards. The provider ensures all staff receive effective support, such as one-to-one meetings so that they can discuss their training needs and any issues of concern. The provider makes sure she regularly observes staff practice to ensure children are supported well and moved on in their learning successfully.

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

Children enjoy learning about the world around them. They visit places in the local area and staff encourage children to notice the changing weather as they go on regular nature walks. Children stop to look at insects, notice the wildlife and talk about history as they walk along the old railway lines. Staff support children's interest in animals and take them to the local farm. Children learn to identify and name various animals as they find chickens, sheep and the horses in the paddock. Staff use a range of questioning techniques that helps children to think, solve problems, count and express their own ideas. They provide a range of equipment to encourage children to explore using their senses. For instance, children become excited and look on in awe as they sit in the dark tent, bounce balls that light up and switch torches on and off. Staff support children's communication and language very well. They introduce new words and provide a running commentary about what children are doing.

### Personal development, behaviour and welfare are good

Children receive nutritious meals and snacks throughout the day. Staff talk to children about the importance of cleaning the germs from their hands before meals and after playing outside. Staff closely supervise children as they take manageable risks on the equipment. They have fun as they climb onto crates and jump off at the other end. Children also use more challenging equipment, such as during their regular visits to the park. Staff are effective as they help children to learn about a healthy diet and lifestyle.

### Outcomes for children are good

Children grow in confidence. They become increasingly independent and develop the skills required for their move to the next phase of their learning, including for school. They develop an interest in books and learn to sit, concentrate well and join in with their favourite stories. Children investigate and explore their imagination well, and use tools to make their own concoctions in the mud kitchen. They have an array of opportunities to make marks both indoors and outdoors. Children explore their own feelings and those of others, and spend time with one another and the staff exploring puppet play.

## Setting details

<b>Unique reference number</b>	EY480374
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1082874
<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>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Raindrops Nursery Limited
<b>Registered person unique reference number</b>	RP904796
<b>Date of previous inspection</b>	10 January 2017
<b>Telephone number</b>	01782 516763

Raindrops Nursery registered in 2014. It is one of three settings managed by Raindrops Nursery Limited. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-year-old children. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, eight staff hold qualifications at level 3 and one at level 2.

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