

# Rainbows Nursery

Stamford Street, Swinton M27 6GU



<b>Inspection date</b>	6 March 2019
Previous inspection date	2 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Leadership and management of the nursery are strong. The management team demonstrate a very strong commitment to continuous improvement. They have high expectations of the quality of care and learning for all children.
- Children arrive happily and warmly greet their friends and staff. They thoroughly enjoy the time that they spend at this welcoming and friendly nursery. Staff are kind, caring and attend to children's individual needs very well.
- Staff support children with special educational needs and/or disabilities (SEND) extremely well. They work very closely with other professionals and adopt a range of strategies that help children to make good progress. For example, they use visual aids so children are aware of what is going to happen next in their daily routine.
- The manager effectively evaluates the provision in partnership with the assistant managers, staff and parents. They continually reflect on how to improve the provision. For example, they have recently refined the systems to record children's learning with increasing accuracy. The team gather regular feedback from parents and address the suggestions that they make.
- Overall, the quality of teaching is good. Staff plan meaningful and purposeful learning experiences, which capture children's interest and keep them motivated to learn. Children make good progress and are well prepared for their move on to school.
- Parental partnerships are strong. Staff keep parents informed of their children's developmental progress and provide good advice to support learning at home.
- Staff miss opportunities to extend children's early counting and number skills during their play.
- The manager does not fully target the professional development opportunities of staff in order to further enhance and raise the quality of their practice to a higher level.

## What the setting needs to do to improve further

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

- provide further opportunities for children to develop their knowledge and understanding of counting and numbers during their play.
- sharpen the use of performance management systems, so that all staff have more opportunities to build on their practice and drive the quality of their teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and took account of her evaluation.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector had discussions with and considered the views of staff, children and parents.

### Inspector

Alexandra Chiorando

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager implements robust recruitment and induction procedures. This helps to ensure that all staff are suitable to carry out their roles and responsibilities. Staff are confident about the actions to take in the event of child protection concerns. They keep up to date with current safeguarding legislation and know when to contact the relevant agencies for professional support. Staff benefit from supervision meetings, feedback from observations of their practice and some training opportunities to help review and strengthen the effectiveness of their teaching. For example, staff have completed training to support children with SEND, which has equipped them with a greater knowledge of how to support their individual needs. Parents praise staff at the nursery. They feel involved in their children's learning and appreciate the regular meetings with their key person to discuss their children's progress.

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

The nursery is well organised and provides an exciting and inviting learning environment. Children choose what they wish to play with and become very engaged in the available activities on offer. For example, toddlers are fascinated to see how far bubbles travel through the air before they pop them. Children develop a love of books and storytelling. Babies use puppets and enjoy making animal sounds as they look at the story of 'Dear Zoo'. The key person meets with parents when their children first start to find out what their children already know and can do. They use this information and regular observations to provide activities that help children to make good progress in their development. Staff know children extremely well and clearly explain how they support them in meeting their next steps in learning.

### Personal development, behaviour and welfare are good

Children develop good independence. They put on their own coats and confidently change into wellington boots before they go outside to play. They enjoy nutritious snacks, have regular exercise and follow good hygiene routines. Children enjoy climbing through tunnels, running in the fresh air and manoeuvring wheeled toys. This encourages their physical development very well and promotes a good understanding of healthy lifestyles. Children are polite and behave well. Staff manage children's behaviour very well and encourage them to share and take turns. Children are given lots of praise and encouragement, which helps to raise their self-esteem and confidence.

### Outcomes for children are good

All children, including those with SEND and those in receipt of additional funding, make good progress in their learning. They participate in group activities and are curious and keen to learn. Staff provide good opportunities for children to develop their imagination skills in a range of role-play opportunities. For example, children enjoy washing and brushing the dolls hair as they pretend to be hairdressers. Children are beginning to form recognisable letters and are excited to show staff when they have written their name. They are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	307471
<b>Local authority</b>	Salford
<b>Inspection number</b>	10060327
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	61
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	C L K Childcare Ltd
<b>Registered person unique reference number</b>	RP900234
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	0161 794 2922 or 2911

Rainbows Nursery registered in 1993. The nursery employs 17 members of childcare staff that hold appropriate early years qualifications at level 3 or above, including two with early years professional status and one with qualified teacher status. 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-, three- and four-year-old children.

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