

Rainbow Private Day Nursery

51 Aireville Road, BRADFORD, West Yorkshire, BD9 4HH

Inspection date	09/01/2015
Previous inspection date	22/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make rapid progress in their learning and development due to staff's exemplary knowledge of child development. They play alongside children and engage them in challenging activities, which ignite children's imagination and curiosity. As a result, teaching is inspirational.
- Children have exceptional support to foster their personal, social and emotional development and their language and communication skills through staff's excellent understanding and practice.
- Children form very warm and secure attachments with their key person, which promotes their sense of security and confidence extremely well.
- Astute systems are in place to accurately observe, assess and plan for children's individual needs and next stage of development. Consequently, tracking systems are sharply focused and timely interventions are implemented, if required.
- Partnerships with parents, schools and outside agencies are at the heart of the nursery's aims. Children with special educational needs and/or disabilities and those who speak English as an additional language, are supported well. Staff work with parents and other professionals to provide children with continuity in their care.
- High priority is given to safeguarding and protecting children. This is evident through highly effective practices that very successfully promote children's well-being and safety.

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.

Inspection activities

- The inspector also took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's assessment records, tracking and individual planning documents.
- The inspector checked the evidence of staff suitability and qualifications, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector talked to children and staff, and held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager in the indoor environment.

Inspector

Amanda Forrest

Full report

Information about the setting

Rainbow Private Day Nursery was registered in 1989 on the Early Years Register. It is situated in converted house in the Frizinghall area of Bradford and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level three, including one with Early Years Professional status. The nursery opens from Monday to Friday, from 8am until 6pm, all year round and children attend for a variety of sessions. There are currently 65 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the highly competent programme of professional development by, for example, introducing peer observations to drive the already high quality of teaching even higher.

Inspection judgements

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

All staff have high expectations of themselves and children. They all have an outstanding knowledge of the Early Years Foundation Stage and of how children learn. As a result, the quality of teaching is consistently of a very high standard. Astute systems are in place to assess each child and children are exceptionally well supported in their learning. Observation, planning and assessment procedures are extremely well embedded. Information gathered from ongoing observation is used effectively to plan activities based on children's interest and ideas, such as, activities about favourite stories, the weather and holidays. Very effective learning journey records, give an accurate overview of children's progress over time. Photographs and artwork clearly show children's enjoyment and achievements during their time in the nursery. Information boards are displayed and parents are encouraged to share children's achievements from home, both verbally and through a Wow comment form. Regular consultations with parents provide excellent opportunities for parents to discuss their child's progress with their key person. Staff provide skilful guidance and support in a sensitive manner to enhance children's learning at home, such as advice with toilet training, communication and language skills. Progress checks for children between the ages of two and three years are completed in a timely fashion and shared with parents and other healthcare professionals. Any gaps in a child's progress are promptly identified and sensitively shared with parents. Children with special

educational needs and/or disabilities are very well supported. Staff use additional resources and effectively adapt their teaching methods to meet these children's needs. Staff learn additional skills, such as sign language or the administration of emergency medicine, so that they can be confident that they can fully support children's additional needs. Staff make sure that all children are fully included within all activities. As a result, children with additional needs blossom and achieve to the very best of their abilities.

All staff are actively involved in children's play and they skilfully extend children's learning by asking open-ended questions and support children in making new discoveries. For example, children explore the properties of coloured rice and sand, as they fill and empty containers and make comparisons, such as, 'full' and 'empty', 'big' and 'small'. Staff extend children's use and understanding of mathematical concepts extremely well. Children confidently use number, shape, counting, sorting and matching during planned and spontaneous play. Children's investigation and exploration skills are effectively developed. Children access treasure baskets and a vast range of natural resources to support their self-chosen play experiences. For example, children fill baskets with feathers, shells, ribbons and wooden objects, as they happily talk about going to the shops and what they will buy. Another group of children build with construction bricks and use lentils and shells to decorate their buildings. As a result, their imagination and creativity is effectively promoted. Children's understanding of technology is fostered very well. Children use toys with buttons and knobs to twist, turn and push, and have access to a tablet that they use for taking photos, and playing music and games. Children are confident to speak to visitors and show them what they are doing. This shows they are safe, secure and have excellent self-esteem. Interaction with children and the acquisition of language is of a consistently high standard. Staff take time to listen to children and value their conversations. Children's literacy skills are extremely well supported, as books are freely accessible and appropriate for the children's age. They can choose from a selection of fact and fiction books and children seek out a familiar adult to support them when reading books. For example, a staff member enthusiastically tells a rhyming story about a monkey, and the children are mesmerised by her voices, body gestures and resources that she uses to enhance the story. The children join in with the actions at appropriate times and thoroughly enjoy the session. This inclusive practice effectively supports children who speak English as an additional language and ensures they make excellent progress in their communication and language skills.

Children use their imagination during their play outdoors and make excellent progress in their physical development. They have great fun pedalling their bikes and completing an obstacle course they have made from logs and crates. They develop their confidence with climbing and enjoy playing games of football as they practise ball skills. Staff play alongside children, engaging them in challenging activities, which ignite their imagination and curiosity. For example, children pretend to go on a picnic and use the equipment outside to support their imagination. Staff instinctively challenge and extend children's thinking, asking them to make suggestions about how they might travel, what they might take and how can they improve their picnic. As a result, teaching is exceptionally well focused on children's interests. Children learn about the wider world, in which they live, through regular discussions about the weather, the environment, festivals, faiths and visits to the local school. They also have many opportunities to care for nursery's animals and develop an understanding of the needs of living things. For example, they regularly feed

the chicken in the garden area and care for the fish, budgies and tortoise in the indoor environment. As a result, children are developing an excellent understanding of personal needs. Children have many opportunities to mark make, using chunky chinks and paintbrushes outside and smaller pens, pencils and crayons indoors. Consequently, early hand writing skills are developed exceptionally well. Staff talk about letters and colours as children make marks, praising children for their achievements and motivating them to have a go. All children have access to a wide range of media to promote their skills in expressive arts and design. They independently access sticking and collage activities, becoming engrossed in their work. Staff display children's finished artwork, ensuring that value is placed on every child's achievements. Overall, children are gaining the skills needed to support their future learning exceptionally well.

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

Highly enthusiastic and child-focused staff, combined with the successful implementation of the key-person system ensure that all children form exceedingly secure, emotional attachments. This provides a very strong base for all children to develop skills for their learning. Children show an extremely strong sense of belonging and display high levels of confidence and self-esteem. For example, babies have lots of fun at special tummy time, delighting in being tickled as they kick and stretch their muscles. Toddlers really enjoy choosing for themselves whether to investigate water play or build in a construction area, with a large selection of pipes, tubs and blocks. Children's sense of belonging is reinforced as they chatter happily about their families, because staff take time to make sure that they know their families very well.

The nursery offers children a highly interesting environment, from the current upgrading of the outdoor areas to the bright and welcoming playrooms that cater for different age groups. The displays of resources throughout the nursery encourage children to select for themselves what they would like to play with. In the baby room, for example, staff frequently rotate treasure baskets on the floor to keep children's interest. Resources for pre-school children are also changed often, and children's interests are reflected throughout the displays of their work. This gives children a sense of pride and belonging. Children learn about expected levels of behaviour because staff act as extremely effective role models. Children's behaviour is exemplary because staff provide clear boundaries and staff quickly notice when children need additional support. Children quickly learn the rules and fully understand the reasons for them, for example, they are reminded in circle time to listen and to be considerate to their friends. Children are learning the importance of keeping themselves safe from harm because staff explain the dangers and remind them not to run inside. Transition arrangements to support children emotionally in the move to the next stage of their learning are very well supported through excellent links with local schools.

Children enjoy a wealth of nutritious meals and snacks that are prepared on site. Menu plans are rotated on a six weekly basis and individual dietary preferences are well known by all staff and closely observed. Mealtimes are social, relaxed occasions when children

talk happily with staff and friends. Children's independence skills are fully supported, as they are encouraged to serve themselves. Children have good hygiene routines and wash their hands at appropriate times throughout the day. All areas of the nursery are very clean and well maintained to help prevent the spread of germs.

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

Leadership and management is outstanding. The staff team constantly work together on promoting quality in all aspects of the provision, with excellent focus. A robust approach is taken towards safeguarding by the team and they are all effectively skilled in recognising any child who may be at risk of harm and know the appropriate action to take. The manager sets the tone by undertaking regular safeguarding audits to ensure that everyone is confident in their role and to ensure that the nursery is safe for children. Regular child protection training is completed by the whole team and ensures that all staff are fully up to date with current practices. A clear and detailed safeguarding policy underpins this excellent practice and the manager ensures that this is fully understood by each member of the team. For example, they discuss the use of mobile telephones and cameras, and ensure these are stored away from children. A rigorous system to assess daily risk is in place to ensure hazards are minimised. Completion of regular fire drills and paediatric first-aid training, means children's well-being is paramount and informs the constant review of risk assessment in the nursery. Visitors' identification is checked, which ensures no unauthorised person enters the nursery, and external fences and gates are checked to ensure no child can leave the nursery. Recruitment and induction procedures are rigorously implemented to ensure staff are suitable to work with children, have appropriate childcare qualifications and that they have high expectations of themselves and children. Consequently, children are exceptionally safeguarded.

There is a constant pursuit of excellence by the manager and as a result, the staff team are highly motivated and provide a vibrant approach to high quality teaching and learning. The manager has implemented astute systems to observe and provide exciting child-focused activities, which help children to make excellent progress in their development and learning. Observations and assessment of children are precise and shared with parents. This, alongside a tracker system, enables staff to effectively monitor the development of each child and ensure that they are making exceptional progress. The robust self-evaluation and monitoring processes are well established. They highlight the strong emphasis on maintaining high levels of safety and achievement for all children. The nursery has a clearly identified and targeted plan for continuous improvement, showing evidence of parents and children's views. As a result, the manager has a clear overview of all opinions and is proactive in providing high quality teaching and care. Quality supervision is in place and staff are regularly observed by the manager to ensure the effectiveness of staff and high quality teaching. Because of regular observations, strengths and weaknesses of practice can be identified quickly and supported where necessary. There is scope to introduce additional supervision techniques, such as peer observations

to enhance this process even further.

Partnerships with parents, schools and outside agencies are at the heart of the nursery's aims. Parents are appreciative of the support they receive and what the nursery achieves for their children. Parents spoken to during the inspection, also spoke about how pleased they are with their child's development and that their children love coming to play. Parents said they are confident to approach staff if they have any concerns about the provision and feel it is like an extension of their family. Highly effective processes are in place to share information and work closely with the other professionals. As a result, timely interventions and support for children can be quickly implemented. Links with the local school are excellent. As a result, all children are exceptionally prepared for the eventual move to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	302059
Local authority	Bradford
Inspection number	867356
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	65
Name of provider	Lisa Egan and Cindy Nicol Partnership
Date of previous inspection	22/03/2010
Telephone number	01274 487206

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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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