

Rainbow Private Nursery School

London Road, Barkston Ash, Tadcaster, North Yorkshire LS24 9PW



Inspection date

Previous inspection date

24 October 2018

3 May 2018

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--------------------------------------------------------|----------------------|------------|---|
| | Previous inspection: | Inadequate | 4 |
| 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

The provision is good

- The manager has successfully addressed the actions raised at the previous inspection, with support and cooperation from staff. For example, she ensures all staff fully understand the newly implemented procedure for administering medication.
- Staff act as positive role models. They effectively manage children's behaviour. Children receive lots of praise and recognition for their efforts and achievements, which successfully promotes their self-esteem and confidence.
- The friendly staff team is sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a stimulating environment where children are happy. Children make good progress in their development.
- Staff work closely with parents and other professionals, to help provide effective support for children who have special educational needs and/or disabilities.
- Children's mathematical development is well supported. Staff help children to increase their awareness of shapes, colours, number and size during activities.
- Staff have established positive partnerships with parents. They provide parents with detailed information about their children's progress. Parents spoken to during the inspection express their satisfaction with the nursery. This helps to ensure that children benefit from a consistent approach to their learning and care.

It is not yet outstanding because:

- The monitoring and supervision procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.
- Sometimes, staff asks questions in quick succession and do not provide children with enough time to process their thoughts and formulate a response.

What the setting needs to do to improve further

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

- embed procedures for the supervising and monitoring of staff, to enhance the good quality practice
- provide children with the time they need to process their thoughts and formulate a response to questions.

Inspection activities

- The inspectors spoke with staff and children during the inspection. An inspector completed a joint observation with the nursery manager.
- The inspectors sampled children's observations, planning and children's development folders. They observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors spoke to parents during the inspection and took account of their verbal and written views.
- The inspectors viewed all areas of the premises used by the children.
- The inspectors viewed documentation, for example, first-aid certificates, public liability insurance, policies and procedures and the suitability checks of staff. A meeting was held with the nursery manager.

Inspectors

Kerry Holder
Susie Prince

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, the manager has reviewed many of the policies and procedures that underpin their practice. She shows a strong commitment to reflective practice and has worked closely with staff to make the necessary improvements. For example, staff confidently use the newly implemented online system to successfully assess children's progress and plan effectively for children's individual needs and next steps in learning. Arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities, with particular regard to protecting children in their care from abuse and neglect. Staff induction and vetting procedures are robust to help ensure children are cared for by suitably trained, experienced and qualified staff. Overall, an established system of staff meetings and appraisals helps to ensure staff are valued and supported.

Quality of teaching, learning and assessment is good

Staff promote young children's developing speech well. For example, they provide commentary and repeat key words as they interact. Staff encourage children to be creative. This is shown as children choose resources and make spiders for Halloween. Staff in the pre-school room use their strong knowledge of how children learn and their teaching expertise to provide some excellent learning opportunities. For example, they manage small groups of children very well, ensuring that they support each child to pursue their own interests. Children pretend to be builders and make complex structures using wooden bricks. They competently use real tools, such as spirit levels and tape measures. Children are well supported with their move into the nursery, between the nursery rooms and during transitions to school.

Personal development, behaviour and welfare are good

Children's physical development is promoted well through daily activities in the spacious outdoor areas, which help to ensure they are active. Staff supervise children well, while enabling them to explore and manage risks. A well embedded key-person system helps children to form secure emotional attachments. Staff help children to understand how to be healthy. For instance, they talk to older children about the importance of thoroughly washing their hands to remove dirt and germs. Children enjoy a variety of nutritious snacks and nutritious homemade meals, which helps to promote their good health.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in their learning and development. Children develop positive attitudes to learning and are keen to join in with activities. For example, toddlers confidently take part in action songs and babies enjoy sensory experiences. Children are motivated learners who acquire skills and develop confidence in preparation for starting school.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 400088 |
| Local authority | North Yorkshire |
| Inspection number | 10079748 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 10 |
| Total number of places | 227 |
| Number of children on roll | 178 |
| Name of registered person | Rainbow Private Nursery School |
| Registered person unique reference number | RP903081 |
| Date of previous inspection | 3 May 2018 |
| Telephone number | 01937 557115 |

Rainbow Private Nursery School registered in 1990. The nursery employs 46 members of childcare staff. Of these, 36 hold appropriate early years qualifications at level 2 or above, including the nursery manager who has early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides out-of-school care and holiday care and receives funding to provide free early education for two-, three- and four-year-old children.

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