

Inspection of Rainbow Corner Day Nursery Limited

Lancaster Gate, Holton Le Clay, Grimsby DN36 5YS

Inspection date: 26 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy. They form secure relationships with caring staff. Staff have high expectations of children's behaviour. Children of all ages play harmoniously together. They learn to share, to take turns and to be kind and helpful to one another.

Children demonstrate an understanding of how they can keep themselves safe. Older children confidently talk about potential risks when they play outdoors. For example, they tell visitors that they are not to run when they hold sticks.

Children think about how they can solve problems in their play in the forest area. For example, staff ask children what materials they would like to use to make a pretend house. Children work together as a team, and they think about how they can rest sticks together to make them stand up. They demonstrate a positive attitude to learning.

Since the COVID-19 (coronavirus) pandemic, the manager has made changes to how staff keep parents informed about their children's learning. Staff give parents a written report that shows their children's achievements and what they need to learn next. Due to parents not going into the nursery, this keeps them informed about their children's development.

What does the early years setting do well and what does it need to do better?

- Staff provide opportunities for children to take and manage risks in their play. Older children smile with enjoyment when they jump and splash in muddy puddles. They are excited to walk across logs, and show good balance and coordination.
- The manager, the special educational needs coordinator and the staff support children with special educational needs and/or disabilities (SEND) very well. They work closely with other professionals and parents to provide support that meets children's individual needs.
- Staff actively promote positive behaviour. They clap their hands to praise babies' achievements. Staff encourage younger children to sing songs that remind them to say 'please' and 'thank you'. Children are polite.
- Staff encourage children to be creative. For example, when younger children pretend to be fire fighters, staff show them how to put out a pretend fire. Younger children develop an understanding of different occupations and develop their imaginative skills. However, occasionally, during younger children's play, such as when they begin to talk about family members, staff do not follow children's immediate interests to expand children's knowledge further.
- Staff provide a curriculum that offers children opportunities to extend the

experiences they receive at home. Children use binoculars to look for birds and learn about the life cycle of a frog. This contributes to children's understanding of wildlife and the world around them.

- Staff help children to learn skills they need in preparation for their move on to school. Staff provide cutlery for children to use at mealtimes, and encourage them to make choices in their play. This contributes to children being independent.
- Staff observe and assess children's learning. This helps them to identify and close any gaps in their learning. Additional funding is used effectively to support individual children's needs, for example, to encourage children's interests in painting. Children make good progress in their development.
- Most staff provide children with opportunities to develop their communication and language skills. Staff who support older children use a good range of questions when they talk to children. This helps to extend children's thinking skills. When staff talk to babies, they use simple words that encourage babies to develop their understanding of the objects they play with. However, occasionally, some staff who support the younger children talk to children about what they are doing and do not use questions that challenge children to think.
- Staff provide opportunities that encourage children to have a sense of responsibility. They ask children to ring a bell to indicate when it is time to tidy away the toys. Children show pride when they complete simple tasks.
- The manager and the senior duty manager support staff's well-being effectively. For example, they help staff to manage their workload. Staff say that they feel supported by the management team.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They know where to report any concerns they have about a child in their care. Staff carry out checks on the environment and ensure it is clean. This helps to provide a safe environment for children to play. Staff gather information about children's medical and dietary needs when they first start. This helps them to meet children's good health.

What does the setting need to do to improve?

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

- strengthen staff's interactions with younger children to help extend and build further on children's immediate interests
- help all staff in the toddler room to use questions that challenge and make children think.

Setting details

Unique reference number	EY553601
Local authority	Lincolnshire
Inspection number	10133831
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	127
Name of registered person	Rainbow Corner Day Nursery Limited
Registered person unique reference number	RP903587
Telephone number	01472 599009
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Corner Day Nursery Limited registered in 2017 and is situated in Holton Le Clay, Grimsby. The nursery employs 30 members of childcare staff. Of these, three hold an appropriate early years qualification at level 2, 22 at level 3, one at level 5 and one at level 6. The manager holds early years professional 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.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the 2020/21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager, the senior duty manager and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education 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 carried out a joint observation with the nursery senior duty manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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.

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