

Inspection of Rainbow Day Nursery School Ltd

14 Kingland Road, Poole, Dorset BH15 1TP

Inspection date: 10 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and enjoy their time at this friendly nursery. They are busy from the time they arrive, making independent choices about which resources to play with and which activities to take part in. For example, they decide to use assorted crates and materials to make different vehicles and pretend to be in a train. Staff clearly understand what they want children to learn. They carefully follow and build on each child's interests to help them make progress from their starting points. Staff ensure that all children have the opportunity to take part and develop new skills, such as introducing them to scissors and explaining how to use them.

Children are well behaved and learn good social skills. They play happily alongside one another depending on their age and stage of development. Older children chat to one another at mealtimes and remember to say 'thank you' when they fetch their lunch. Babies enjoy affectionate relationships with staff, who provide reassurance and encouragement as they manage to walk a few steps.

The nursery remained open to key workers during the COVID-19 (coronavirus) lockdown. The manager made regular calls to parents of those children not attending to check on their welfare. Leaders and staff used social media to share videos of story reading and dancing to maintain a link with the children. They also used the nursery website to share a story about a dog that is worried about COVID-19, which parents could use to reassure children.

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

- Leaders and staff understand what they want children to learn. Leaders regularly challenge staff to explain what they are doing and why, which helps them keep a strong focus on the curriculum. Staff use effective teaching techniques to support children's development. They ask questions, show children what to do and offer praise and encouragement.
- There is a strong emphasis on communication. Staff in the baby room interact well with younger children, talking to them as they play and singing to them. Staff talk with older children about a varied range of topics, building on their interests. For example, children were interested in an air show so staff have been talking with them about vehicles and extended this topic in a variety of ways. Staff use simple words with babies and introduce new vocabulary as children get older. For example, children learn what a 'bagel' is.
- Children are well behaved and know routines well. They happily queue at the door ready to go out and patiently wait for their food to cool before they start eating. Staff offer reminders of rules, such as sharing, and children listen and follow their guidance.

- Children are confident and even babies who have found settling difficult are not anxious about visitors. Older children approach visitors to ask questions and offer an invitation to play. Children are proud of their achievements. For example, toddlers proudly show off the finished results when they make boats.
- The nursery has a clear ethos which is shared with staff and parents. Leaders and staff aim to provide a 'home-from-home' environment and parents state that they are happy with the care provided. They value the information and photographs shared daily by staff.
- The leadership team has been through a difficult period but has been proactive about seeking an effective solution. Leaders monitor staff practice to ensure high standards, and staff have improved their understanding of safeguarding and undertaken other training to develop their skills. There is a strong focus on the well-being of employees.
- Staff provide tailored support for children with special educational needs to make progress from their starting points. They liaise with parents and other agencies to ensure a shared approach to meeting the child's needs and to seek additional support.
- Leaders and staff take some effective steps to support children from different cultural backgrounds and those who are learning English as an additional language. For example, they asked parents in to celebrate Diwali and they ask for words in their home language. However, children's home language is rarely used in their play and details of children's cultural backgrounds are not always gathered, which limits staff's ability to acknowledge and value them fully.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of safeguarding. They confidently explain the signs which might indicate that children are at risk of harm and are very clear about what they should do if they are concerned about a child. Leaders ensure that staff knowledge is kept up to date and regularly check their understanding of different aspects of safeguarding. Staff provide a safe and secure learning environment and talk to children about how to keep safe. For example, children learn that if there is steam coming from their food then it is too hot to eat.

What does the setting need to do to improve?

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

- develop further understanding of how to provide more effective support for children who are learning English as an additional language and of how to more fully acknowledge and value the varying backgrounds of children and families.

Setting details

Unique reference number	EY364293
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10206595
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	53
Name of registered person	Rainbow Day Nursery School Ltd
Registered person unique reference number	RP527439
Telephone number	01202 673 581
Date of previous inspection	2 November 2016

Information about this early years setting

Rainbow Day Nursery School Ltd first registered in 1985 and became a limited company in 2008. It operates from two converted houses in Poole, Dorset. The nursery receives funding to provide free early education for children aged two, three and four years. It is open five days a week from 8am to 6pm, all year round. The nursery employs a team of 17 staff who work with the children. Of these, 15 hold early years qualifications. The manager is qualified to level 5.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The acting manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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