

Inspection of Rainbow Childcare & Preschool

65 Stewart Street, Crewe, Cheshire CW2 8LT

Inspection date: 24 November 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 show that they feel welcome when they arrive at the nursery. Toddlers confidently join the morning group time and find out what staff have planned for the day. They know that staff will encourage and support them to make their own choices about what to do. This helps children to become eager learners, who try things out. Babies quietly adjust to the care of the friendly and attentive staff. Then they busily set off to explore the inviting and familiar room. When babies delve into a basket of interesting wooden items, staff sit close by. Children hear staff naming the items and gently commenting on their actions. This helps to promote children's early language and sense of security really well.

Parents and carers describe the nursery as a 'nurturing environment'. They say that children come home with 'beaming smiles'. Parents like the open two-way communication, at the door and via the online app. This helps everyone to work together to promote continuity in children's care and learning. Parents say that this was particularly important when COVID-19 restrictions prevented indoor meetings. Staff incorporate information from parents into conversations and activities that help children to feel important and unique. This helps staff to support and challenge children to make good progress in their learning.

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

- The provider communicates his vision for children's progress and achievement clearly. He wants children to become purposeful, independent learners. Staff understand and implement this intention well. They respect children's decisions and encourage them to value their own ideas. This enables children to become deeply involved in self-motivated learning.
- The provider is ambitious for the well-being and progress of the well-qualified team. He provides supportive supervision and coaching and sets individual performance targets for staff. In addition, the provider commissions bespoke advice that helps him to set out a nursery development plan. However, he does not join up staff's targets to the development plan targets effectively enough. Staff's targets are not measurable enough to fully promote the nursery's progress towards excellence.
- The team create a busy, calm environment, where children continuously find new and familiar things to do. Toddlers operate remote-controlled cars and use a mechanical device that presses juice from citrus fruit. Staff talk with children about what they are doing. This enables children, including those who speak English as an additional language, to form correct sentences and extend their vocabulary.
- Staff's good knowledge of how children learn helps them to use the nursery's rich resources effectively. For example, toddling babies stretch their arms up as

high as they can to touch interesting shiny mobiles. This promotes their steadiness really well. Older toddlers venture daringly along low planks outdoors. This helps them to develop confidence and balance.

- Staff establish consistent routines and children know what they are expected to do. This helps to promote children's independence and they develop self-control. At sleep time, children unhesitatingly lie down and settle quickly to sleep. Children demonstrate a high level of emotional well-being.
- Staff regularly sing nursery rhymes and action songs with children. This promotes children's coordination and helps to accelerate their progress towards becoming confident speakers. Toddlers eagerly anticipate events in familiar stories. They know that the unsuitable pets will have to go back to the zoo until the one that is 'just right' arrives. Staff's obvious enthusiasm about stories helps children to learn that reading is pleasurable.
- Toddlers find their coats and begin to put them on by themselves. Staff tell children why they need to put coats, gloves and hats on when the weather is cold. Children know that when the icy wind makes their noses run, they must wipe them and put the tissues in the bin. This helps children learn to make choices that promote their good health.
- Staff and parents work together to prepare older toddlers for the move to the provider's pre-school setting. Children make visits that help them to become familiar with the staff, children and new surroundings. The close partnership between the two provisions supports children to learn that change is a positive experience.

Safeguarding

The arrangements for safeguarding are effective.

The provider commissions training that updates and refreshes staff's knowledge of child protection. Staff know what to do if they suspect that a child is at risk of abuse or neglect. They understand the nursery's whistle-blowing policy and know that they must report any concerns about colleagues' behaviour. Staff minimise risks to children's safety in the nursery. They know which children have allergies to particular foods and cater for them safely. The recruitment and induction of new staff is managed well. Every member of staff is registered on the Disclosure and Barring Service update service and the provider checks these records annually.

What does the setting need to do to improve?

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

- build on the nursery's strategic development planning, so that individual staff's targets help the nursery to promote excellent outcomes for children.

Setting details

Unique reference number	2519659
Local authority	Cheshire East
Inspection number	10208000
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	22
Number of children on roll	38
Name of registered person	Rainbow Childcare And Preschool Ltd
Registered person unique reference number	2519658
Telephone number	07831947128
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Childcare & Preschool registered in 2019. The nursery employs eight members of childcare staff. Of these, two members of staff hold qualifications at level 6, five members of staff hold qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 provider and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- The inspector held discussions with the provider and staff throughout the inspection. She met with the provider to discuss the leadership and management of the nursery.
- The inspector observed and spoke with children.
- Two parents spoke with the inspector and two parents provided written feedback. The inspector took account of parents' views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked 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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