

Inspection of Rainbow Day Nursery Langdon Road

26 Langdon Road, Bromley BR2 9JS

Inspection date: 7 October 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 receive consistent levels of support and reassurance from this committed and motivated staff team. Children who are new to the setting, or those who have recently moved rooms, build warm and affectionate bonds with staff, who manage their individual needs well. Children demonstrate that they feel safe and secure to express how they feel to others, including unfamiliar adults. Children show high levels of confidence and are eager to share their achievements. Their successes are quickly acknowledged by staff.

Older children use a broad range of accessible resources to carry out their ideas. They demonstrate good hand control and communicate well. For example, children draw maps during discussions with staff about pirates and islands. Children use their imaginations well. For example, girls go on to explain they are 'digging for treasure chests' in large sand pits. Boys carry around gold chains as they look for treasure with their friends. Children receive encouragement from staff to work things out for themselves. For example, children work collaboratively to create a den out of long sticks and parachute fabric. Babies develop their sensory skills well. They are coaxed to use their hands to 'wash' the dolls and enjoy the experience of 'sticky' foam. They hear new words and descriptive language as they play, closely supervised by staff. Toddlers enjoy splashing their feet in puddles. They show determination, for example when they attempt to climb up wooden pallets.

Children have good opportunities to build on what they know and practise their skills in a range of ways. They enjoy their learning experiences. Children develop the knowledge and attitudes that they need for success in their future learning.

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

- Leaders are ambitious for children and families. They work together well with the stable staff team to minimise any potential impact on children's learning during the COVID-19 pandemic. For example, when the nursery closed, staff organised remote learning activities for children, including song and story sessions.
- Staff implement consistent strategies to encourage positive behaviour in children. For instance, adults hold up their arms and children immediately respond. Children become quiet and still, mimic the action, listen and follow the instructions given by staff. They quickly learn how to regulate their behaviour.
- Leaders work confidently with external advisers and professionals. For example, the special educational needs coordinator persists in her attempts to get children the help that they need. Potential gaps in children's learning and development are identified and addressed by staff at an early stage, with the close involvement of parents. This helps children to make sustained progress from

their starting points in learning.

- Staff frequently sing songs and rhymes, share stories with children and introduce new words during activities. Less-confident speakers respond well to the strategies that staff use to encourage their interactions with others. Children who speak an additional language at home acquire good English speaking skills. However, some children have fewer opportunities to recognise, value or share the languages that they speak or hear at home.
- Older children shriek with delight as they clamber over tyre mountains and jump from height. Girls lift heavy pumpkins that they go on to measure and compare. Staff assist babies to balance and practise their pre-walking skills, and help the oldest children to practise their physical skills in challenging ways. However, planned outdoor activities for the youngest children are less effective.
- Staff implement the curriculum and sequence children's learning well. For example, they plan activities that help strengthen the small hand muscles children need for later writing, from an early stage. Babies push keypads on wall-mounted telephones. Older children safely use knives to cut fruit and eagerly attempt to peel skin off citrus fruit.
- Staff make good use of community resources to extend children's learning experiences. For example, children took part in forest school sessions and enjoyed their visits to older people in a nearby residential home. Staff help children to understand some well-known religious festivals and celebrations, with parental support.
- Staff provide effective care for babies and know the children well. They implement personal care routines that mirror those from home. Babies show that they feel safe and secure, as they snuggle into staff's laps ready for shared reading.
- Parents speak highly about the caring, welcoming and inclusive staff team. They value the links that were maintained with their children when the nursery closed. Parents greatly appreciate the support they receive to maintain children's good health and emotional well-being during periods of change. They comment positively about the responsiveness of staff and the high levels of support and advice that they receive.
- Children develop an understanding of the importance of keeping healthy. They enjoy a wide range of nutritious snacks and meals that support their physical well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They recognise the changing needs of children and families, and liaise well with external professionals. Leaders and staff are alert to the potential risks posed to children, including exposure to extreme views, domestic violence or the inappropriate behaviour of colleagues. They know how to access early help, when needed. Staff know how to respond if they think a child's welfare has been compromised. Leaders and staff know where to seek safeguarding support and advice. Staff show that they

implement procedures effectively. For example, as they administer medicine to children and follow nursery protocols for mobile phones. Staff assess and manage risks appropriately, including when on outings. They maintain accurate records of children's attendance and personal care routines.

What does the setting need to do to improve?

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

- extend opportunities for children to value and share their own language, culture and traditions
- enhance the teaching support for staff, so that they better consider the development needs of babies when implementing outdoor activities.

Setting details

Unique reference number	EY553063
Local authority	Bromley
Inspection number	10174062
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	74
Name of registered person	Rainbow Day Nursery (Bromley) Limited
Registered person unique reference number	RP532918
Telephone number	0208 4605335
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Day Nursery Langdon Road registered in 2017. It is one of four privately owned nurseries. The nursery opens from 7.30am to 6.30pm, Monday to Friday, all year round. The provider offers funded early education places for children aged two, three and four years. 16 staff work directly with children. Two staff hold level 6 qualifications, one holds a level 5 qualification, seven staff hold qualifications at level 3, and four staff have qualifications at level 2.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The inspector observed the quality of interactions between the staff and children, and assessed the impact of these on children's learning.
- The inspector looked at documents. These included evidence of staff suitability, relevant policies and evidence of the professional development of staff.
- The provider met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The manager jointly observed a children's activity with the inspector and discussed the teaching and learning that took place.
- The inspector reviewed responses from parents 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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