

# Inspection of Rainbow Nursery

44 Portway, FROME, Somerset BA11 1QR

---

Inspection date: 10 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily and are ready to play and learn. They benefit from the welcoming environment and share warm and close relationships with staff and one another. Children are eager to explore, whether they are playing with conkers or finding out what happens when they use water and brushes to paint the wall outside. Children enjoy a wide range of interesting activities and experience a broad curriculum. Children's behaviour is good. They take it in turns to climb a step ladder to play in the playhouse or use the slide. They patiently wait their turn for the swing. Parents are very complimentary about the staff and what they provide at the nursery. They appreciate the good communication and comment that their children are making good progress and have grown in confidence.

Throughout the COVID-19 pandemic, the nursery has remained open. Managers and leaders maintained good contact with the families of those children not attending. They provided seeds for the families and had a growing competition. They had a 'bake off', where parents posted pictures of the bakes they had made at home with their children. They provided videos of the staff reading stories to help children feel included.

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

- Staff know the children well and have high expectations for their learning. Younger children receive cuddles and reassurance after waking from their sleep. Older children confidently interact with staff and demonstrate their good knowledge. For example, they name birds which are familiar to them, including the owl, who they describe as 'king of the birds'.
- Children have many opportunities to develop good physical skills. They learn to climb a ladder and skilfully jump onto a rope swing. They learn to ride bicycles and play circle games to help them engage with other children.
- Staff encourage children's communication skills well. They use words such as 'full' and 'empty' as older children fill pots and containers with different materials and loose parts. Younger children use signs and words saying 'please' and 'thank you' as they pour their drinks at snack times and mealtimes.
- Children learn about shape and size as they draw pictures and make marks with chalk on boards outside and in the sand. However, children do not have many opportunities to count and use numbers, particularly during routine activities such as snack time.
- Children enjoy a good balance of child-initiated play and adult-led activities. However, staff do not consistently organise adult-led group activities as effectively as they could, to support all children to participate fully and focus for longer periods.
- Leaders and managers are committed to providing good-quality provision. They

proactively evaluate the provision to target areas for development. For instance, they have introduced 'in the moment' planning to support children's development. They have adopted the 'curiosity approach', to build children's confidence and promote children's creativity and imagination.

- Staff are positive role models and help children to understand the expectations. Children behave well. They listen to and follow staff's instructions, and often use good manners without prompting.
- The manager, who is also the special educational needs coordinator, and the deputy manager who assists her are committed to ensuring that children with special educational needs and/or disabilities receive the very best possible support at the earliest opportunity. They work closely with staff and external agencies to implement accurate and effective plans. Staff have a clear understanding of the importance of good partnership working and the positive impact this has on children's progress and future learning.
- Children of all ages show a good understanding of the need to follow thorough hygiene practices. Staff talk with the children about the importance of handwashing before meals and after playing outside. They encourage children to eat savoury items from their lunch boxes first and talk to them about healthy foods.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, managers and staff have a good understanding of child protection issues and how to protect children from harm. They complete safeguarding training, regularly discuss safeguarding matters and keep their knowledge up to date. They can identify the signs and symptoms which may mean a child is at risk of harm, including the wider aspects of safeguarding. Staff are confident about what to do if they have a concern about the conduct of a colleague and are secure in the reporting procedures to follow. They complete daily risk assessments to ensure that the environment is safe and secure and that children have a safe space to play.

## **What does the setting need to do to improve?**

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

- provide more opportunities for children to count and use numbers, particularly in everyday routines
- support staff to develop further strategies to engage children more consistently in adult-led group activities.

## Setting details

<b>Unique reference number</b>	EY372764
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10221397
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Thomas, Ruth Hermione
<b>Registered person unique reference number</b>	RP513941
<b>Telephone number</b>	01373 462 553
<b>Date of previous inspection</b>	20 September 2016

## Information about this early years setting

Rainbow Nursery registered in 2008. It operates from a converted building situated in the town of Frome, Somerset. The nursery is open Monday to Friday, from 8am until 6pm, all year round except for bank holidays and a week over the Christmas period. It receives funding for free early education for children aged two, three and four years. The owner employs 15 staff. Of these, one holds a level 5 qualification, eight hold a level 3 qualification and one holds a level 2 qualification.

## Information about this inspection

### Inspector

Michelle Heimsoth

## 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 manager, the owner and the inspector completed a learning walk together and discussed the early years curriculum and the impact this has on children.
- The inspector spoke to children and staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector and had a follow-up discussion about children's learning.
- The inspector spoke to parents and read their written feedback.
- The inspector observed the quality of education and assessed the impact this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022