

Inspection of Rainbow Nursery

St Marks Hall, Birling Road, Tunbridge Wells, Kent TN2 5LX

Inspection date: 1 April 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children are not safe. This is because staff do not know the indicators of abuse. Risk assessments are weak. Children with special educational needs and/or disabilities (SEND) do not receive precise help to reach their full potential. As a result, they are in danger of falling further behind their peers. That said, children are eager to come into the nursery and they settle well. They are confident to approach the warm and welcoming staff.

The quality of education is good because children form secure attachments with caring staff. Children show that they can count into double figures. They make connections from themes like Easter to their own experience of eating eggs. Babies concentrate for long periods when they build with shapes. This helps to develop their fine motor skills and hand-to-eye coordination.

Children enjoy healthy cooked meals at lunchtime. There are opportunities for exercise and fresh air. Children relish the challenge of outside equipment and various wheeled toys. Staff support them to develop persistence, and encourage them with words and praise. This means that children become resilient. They behave well, listen and follow instructions. However, staff do not pay attention to children's personal needs, and their independence is not nurtured.

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

- Staff refresh equipment when children lose interest. As a result, new resources excite and engage children.
- Staff are knowledgeable, responsive and engage with babies, who crawl to a variety of natural objects. Babies hear rhymes and share stories. Therefore, they develop early language skills and their progress is rapid.
- Staff encourage children to develop resilience. For example, when they could not fit a piece of track into a train set, a member of staff said, 'This way, try to turn it round, keep trying and well done'. Children demonstrate that they are proud of their achievements.
- Staff support children to manage their feelings and build relationships. For example, when children are upset at not having a toy, an adult takes time to describe their feelings. She points out good sharing between two children. This means that staff know how to support turn taking and children begin to self-regulate.
- Children behave well. They can choose to play inside or in the garden. One child displays deep concentration for over 20 minutes. He has a teapot and takes it inside to the water container, fills it up and goes outside to water the plants five times. He delights in this and claps himself. However, no one is there to intervene and offer praise. Therefore, the opportunity to build self-esteem is

lost. Nonetheless, he demonstrates persistence and good hand-to-eye coordination.

- Staff do not encourage and support risk assessment or good hygiene practice. Children go outside in cold weather without their coats and, as a result, they have runny noses. As a result, they do not develop their knowledge of hygiene or self-reliance. Children access the kitchen without challenge because staff are not vigilant. As a result, children are not safe.
- Staff do not foster children's independence. They serve food and drinks and wash children's hands for them. At times, children help themselves to water, but this is not consistent. As a result, they do not build their self-esteem or the confidence to do things for themselves.
- Staff identify children with SEND. However, they do not have a sense of urgency to get them help. Staff are not persistent with outside professionals who do not respond to them in a timely way, and do not pursue them fully. As a result, children do not have access to the experts who can help them with targeted support.
- Partnerships with parents are good. Parents say that their children are happy and feel welcome. They get information daily with photographs and videos of their children, and staff keep in touch. This means that parents know what their children can do and have information about their progression.

Safeguarding

The arrangements for safeguarding are not effective.

The manager's lack of safeguarding knowledge puts children at risk. Although the provider knows safeguarding well, she has two other settings and is not always present. The manager does not demonstrate a secure knowledge of recruitment and whistle blowing. This means she is not familiar with the processes to follow and does not safeguard children. The majority of staff do not have a secure understanding of wider issues, such as 'Prevent' duty and county lines. Consequently, they are not familiar with the indicators of abuse. Leaders do not ensure staff are trained to promote all aspects of safeguarding. Therefore, children's safety is compromised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

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| | Due date |
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| ensure that the manager and staff train to have the knowledge and understanding of all safeguarding issues, so that they can identify indicators of abuse at the earliest opportunity, respond swiftly and report them appropriately | 30/04/2022 |
| improve staff practice with children with SEND and monitor how they give support to children who need extra help, so they get it without delay | 30/04/2022 |
| ensure staff receive training to promote children's independence and knowledge of hygiene practices. | 30/04/2022 |

Setting details

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| Unique reference number | 127486 |
| Local authority | Kent |
| Inspection number | 10228231 |
| 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 8 |
| Total number of places | 50 |
| Number of children on roll | 79 |
| Name of registered person | Rainbow Nursery Partnership |
| Registered person unique reference number | RP518836 |
| Telephone number | 01892 516677 |
| Date of previous inspection | 19 January 2017 |

Information about this early years setting

Rainbow Nursery registered in 1991 and is situated in Tunbridge Wells, Kent. It is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. There are 15 members of staff, 13 of whom hold relevant early years qualifications. This includes 12 staff with qualifications at level 3 or above. One member of staff who has early years teacher status. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kay Beckwith

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector and the provider complete a learning walk and discuss the curriculum design.
- The inspector conducted a joint observation with the provider.
- The inspector spoke to several parents during the inspection. She took account of their views.
- The inspector observed children and spoke to them.
- The inspector observed the staff and held discussions with them.
- The provider and the manager join the inspector for a leadership and management meeting.
- The inspector checked all relevant documentation.

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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