

Inspection of Rainbow Pre-School Nursery

Buntingsdale Park, Tern Hill, Market Drayton, Shropshire TF9 2EY

Inspection date: 3 May 2022

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

Staff greet children warmly when they enter nursery. Children are independent to find their own name and register their attendance. They are proud to be a part of Rainbow Pre-School Nursery. They have a real sense of belonging. For example, children show the inspector the rainbow logo on their top. They identify their friends wear the same rainbow logo too. Older children are positive role models to the youngest of children. They model confidence and language during whole nursery group times. The youngest of children develop confidence through child choice. They select a song from the 'song bag' to sing as a group. Children behave well. They are secure in their routine. For example, older children shift between playing and learning to listening and attention. They follow instructions and their eager faces look up and listen when staff say, 'one, two, three, wave at me'. All children develop secure early self-care skills. They independently wash their hands. Children demonstrate a can-do attitude to assist themselves at lunchtime. For example, young children take their time to open their plastic sandwich bag. They develop good small-muscle skills and hand-to-eye coordination. Children make healthy food choices. They are confident to select fruit and yoghurts as a healthy option.

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

- Staff place a high importance on children's communication, language and literacy skills. They use speech and language charts to monitor children's progress and highlight gaps in their learning. Children sign their own names. They sign the 'colours of the week' song. Staff constantly read with children and sing. They enhance children's understanding of concepts through song. For example, children sing a handwashing song to understand expectations for effective handwashing.
- Parent partnership is effective. The manager invites parents into the nursery to read stories to children. Parents say the team go above and beyond their duty to meet their children's needs. Parents' views feed into the curriculum to support children's well-being. For example, when children do not wish to brush their teeth at home, staff introduce activities which teach children the importance of oral health.
- Children have equal participation in group activities, including those children with special educational needs and/or disabilities. Staff support their personal, social and emotional needs. For example, they encourage quieter children to join in with group singing. This positively impacts children's learning. Staff demonstrate strong knowledge of child development. However, staff, especially those covering in rooms, do not fully understand individual children's next steps for learning. This means group activities do not always specifically enhance what individual children need to learn next.

- Managers track the impact of the curriculum to understand what areas of learning need more focus. For example, mathematics was identified. As a result, children make good progress in their mathematics development. Children count to 20 out loud to identify the number of children outside. They recognise the number 20 is a two and a zero. Staff ensure early mathematics feeds into all children's daily routine. Children sing a 'zoom' song; they count backwards before they blast off into space.
- The manager is hands on in practice. She is an enthusiastic role model for staff and children. Staff benefit from a wealth of purposeful training to impact positively their professional development. They cascade their knowledge to other staff to further impact children's outcomes positively. At times, children's outcomes are negatively impacted because staff do not consistently identify children's developing skills. For example, when babies stand on a step, on a small piece of apparatus, staff ask them to come down. This negatively impacts children's skills during routine play, because staff do not encourage children to practise their large-muscle movements or explore age-appropriate risky play.
- Staff work collaboratively with primary school teachers to promote school readiness. They ensure early years funding is spent effectively to support transitions and enhance children's confidence. The manager built a 'pathway tool' in partnership with teachers to understand what children need to learn before they go to school. Staff ensure learning expectations feed into the nursery curriculum. This ensures children succeed at the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable to discuss child protection and safeguarding. They have a good understanding of different types of abuse, including female genital mutilation, domestic abuse and radicalisation and extremism. The manager links with the military welfare officer on site to offer help and guidance to families. Staff have a secure understanding of the correct procedures to follow should they have concerns about a child's welfare. This includes the use of early help assessments. Staff are confident to whistle-blow should they have concerns about a member of staff. Staff receive relevant safeguarding training. The manager regularly conducts staff quizzes to test their safeguarding knowledge.

What does the setting need to do to improve?

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

- help all staff to understand children's individual next steps for learning to consistently give children the support they need to achieve at the highest level

- raise the overall quality of teaching by supporting staff to understand the importance of giving children opportunities to explore and demonstrate their developing skills.

Setting details

Unique reference number	EY449766
Local authority	Shropshire
Inspection number	10235869
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 10
Total number of places	36
Number of children on roll	50
Name of registered person	Annandale, Michelle Angela
Registered person unique reference number	RP902908
Telephone number	01630639608
Date of previous inspection	21 September 2016

Information about this early years setting

Rainbow Pre-School Nursery registered in 2012. The provider employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 manager carried out a joint observation.
- The manager and the inspector completed a learning walk of the setting.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of those working with children.
- The inspector considered the views of parents from verbal discussions.

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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