

# Inspection of Rainbow Day Nursery

Mono Lodge, Bridge Street, Golborne, WARRINGTON WA3 3QA

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Inspection date: 8 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Due to the impact of the COVID-19 pandemic, the nursery is providing children with increased support in relation to personal, social and emotional development. In particular, supporting children to settle when they first join the setting.

Children arrive happy and eager to learn each morning, as they are greeted by the caring and nurturing staff. Babies thrive from the sensory stimulation, eye contact and soothing tones of the skilled staff team. They develop the confidence to take their earliest steps into the arms of their key person, beaming with delight at their own success. Toddlers demonstrate the impact of the nursery's focus on communication and language as they talk confidently during their play. During snack time, children tell staff 'fruit is nice' while correctly identifying the names of the different fruit they are eating.

Children concentrate and persevere well as they build a wall and accurately count the number of bricks they have used. Pre-school children demonstrate their agility and athleticism as they leap through tyre obstacles and kick, throw and catch balls with increasing accuracy and precision. Children proudly show their mark-making skills as they begin to accurately form the letters in their name. They come to staff for reassurance if they feel sad or worried, and are always greeted with open arms. This shows how safe children feel while attending the nursery.

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

- Leaders have successfully implemented a broad curriculum that meets the needs of all children well. There is a firm focus on helping children develop strategies to manage their own emotions, which results in a calm and focused learning environment. Children develop a clear sense of right and wrong. They are kind and considerate towards their friends. Staff help children develop the ability to focus and concentrate for extended periods through activities which challenge and interest them. These skills prepare children well for the next stage in their learning.
- Overall, children's communication and language flourishes as result of the input from staff. Staff working with all ages of children provide lots of time for reading books and singing songs. They introduce children to a rich and varied vocabulary they might not typically get from general conversation. However, there are some limited instances where some staff do not always pronounce words correctly. Leaders are aware of this but have not yet fully addressed it.
- Leaders have positively embraced partnership working with other agencies and local schools. This has resulted in continual improvements in outcomes for children, including those with special educational needs and/or disabilities. Additionally, links with local schools help staff to know precisely how to best

prepare children for that transition. Leaders have also sought feedback from local schools after children leave, to help them strengthen transitions for future groups of children.

- Throughout the nursery, children's independence is nurtured. Very young children are encouraged to feed themselves and use cutlery correctly. Toddlers are familiar with daily routines and help to tidy toys away after play. Staff teach children the importance of good hygiene, meaning that they need little prompting to wash their hands at appropriate times. Older children are keen to learn new skills, such as cutting raw vegetables, so they can help prepare meals.
- All staff talk about the positive team culture at the nursery, explaining how everyone supports each other. Staff get regular support from the nursery manager. Staff well-being is a priority, alongside well-targeted professional development, and detailed oversight of individual children's progress.
- Parents are united in their praise for the good work staff do with their children. They explain how staff continually share information on how children are progressing, and that staff give lots of hints and tips to help extend learning to home. When asked their views of the nursery, parents say they 'can't fault them in any way'.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a very secure knowledge and understanding of their safeguarding responsibilities. They have maintained training and implemented in-house briefings to achieve this. Staff have a detailed knowledge of the potential indicators of abuse and what to do if they are worried about a child. All staff are clear about what to do if there is an allegation made against a colleague. Additionally, staff express their confidence to whistle-blow should they feel safeguarding concerns are not being correctly dealt with. All staff know families well and are alert to any changes that may increase vulnerability. Leaders have an expert knowledge of the challenges in the local community. They have made sure all staff are knowledgeable in matters relating to criminal exploitation. The nursery environment is rigorously risk assessed to prevent children being at risk of injury, meaning that children are safe.

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

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

- enhance the existing support to help staff consistently model speech correctly to children.

## Setting details

<b>Unique reference number</b>	EY489111
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10210190
<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>	58
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Rainbow Day Nursery Golborne Limited
<b>Registered person unique reference number</b>	RP900818
<b>Telephone number</b>	01942721522
<b>Date of previous inspection</b>	17 May 2018

## Information about this early years setting

Rainbow Day Nursery re-registered in 2015 and is situated in Golborne, Warrington. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Richard Sutcliffe

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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