

# Inspection of Rainbows Day Nursery

Unit 4, Bridge Wharf, Lower Cherwell Street, Banbury, Oxfordshire OX16 5AY

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Inspection date: 23 September 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**

Children have strong bonds with all the staff. This helps settle them into activities quickly when they arrive. Children eagerly go to staff for cuddles throughout the day. Staff have high expectations of children's behaviour. Children are calm and behave well. Children learn about the world around them. For example, they enjoy watching the canal and waving as barges go past the nursery. While looking at the water, staff introduce concepts such as 'reflections', even to the youngest children.

Children's language and communication skills are supported well by staff. For example, staff talk to children frequently during everyday routines, such as when they sit for lunch. Children are read to regularly. Even the youngest children sit engaged and listen attentively to stories. They interact with their books in a familiar way. For example, they enjoy exploring the different textures, such as stroking soft fur, in 'That's not my Horse'.

Children enjoy painting different pictures of planets. They talk about 'Earth' and 'Saturn' with staff as they paint. Children talk keenly about which planet they live on and why the planet is green and blue. Staff skilfully extend children's knowledge of the world. They talk about what the earth is made of and why different colours are used to represent the 'land' and the 'sea' to inquisitive children who are keen to learn.

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

- The manager has an ambitious and sequenced curriculum that covers the seven areas of learning. Children's next steps are used effectively to plan activities throughout the day. Staff skilfully adapt their teaching to suit the age and stage of development for each child.
- Older children regularly take part in small groups that focus on developing their early mathematical skills. For example, they eagerly count different animals. They then keenly point to the correct numeral on the board. Staff skilfully build on children's love for learning during these group times as older children sit attentively and enthusiastically participate.
- Children often have simple tasks completed for them. This does not help to build children's independence, which is one of the manager's focuses for the curriculum. For example, young children have their shoes and coats put on for them.
- Staff speak strongly about the positive culture and support for their own well-being. They highlight that supervision sessions are used effectively to identify strengths. Staff and managers then work together to identify any further training that may be required.
- Children are not consistently given opportunities to problem-solve. This is

because staff are too willing to help and step in quickly to solve the problem. For example, when a toy car does not fit the ramp, staff immediately add another ramp to the set. Although this supports children as they continue with their game, it does not help to develop their critical thinking skills.

- Staff have strong partnerships with parents. Parents speak highly of the nursery and the friendly and caring staff. They feel able to talk to staff about any worries or concerns they may have. For example, if they would like to know more about their child's development and their progress, they know they can do so at any time.
- Children make good progress in their learning. They are keen to demonstrate their skills to the staff. For example, children beam in delight as they balance on planks of wood in the garden. They show staff the different 'tricks' they can do, such as standing on one leg. Staff praise children for their efforts, which boosts their self-confidence and self-esteem.
- Children who speak English as an additional language are supported well. Staff support children as they learn new words in English, as well as using words in children's home language with them. They ensure that they recognise festivals and traditions that are important to each family.
- Staff understand the importance of continuous professional development. They regularly take part in training to develop their knowledge. The manager ensures that this is tailored to each individual's practice. For example, staff undertake training on baby development before working in the baby room.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge of safeguarding and ensuring children are safe from harm. They are able to demonstrate how training has significantly developed their knowledge of issues such as radicalisation and female genital mutilation. Staff know how to report concerns about a child within the setting and also to local safeguarding partners, should that be required. They have a confident knowledge of how to report a concern about a member of staff or management using the relevant processes. The provider and the manager have a strong knowledge of safer recruitment practices to ensure the suitability of their staff. They have a robust system to ensure the ongoing suitability of staff.

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

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

- embed further the focus on independence within the nursery curriculum to enable children to carry out routine self-care tasks independently
- enhance staff's teaching skills further to provide children with more time and space in their play to think critically, problem-solve and test out ideas.

## Setting details

<b>Unique reference number</b>	EY457754
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10250730
<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>	1 to 3
<b>Total number of places</b>	54
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Rainbows Nursery Limited
<b>Registered person unique reference number</b>	RP908149
<b>Telephone number</b>	01295269600
<b>Date of previous inspection</b>	9 January 2019

## Information about this early years setting

Rainbows Day Nursery registered in 2007. The nursery operates in the centre of Banbury, in Oxfordshire. The nursery opens on weekdays from 7.30am to 6.30pm, all year apart from public holidays. The provider receives funding for the provision of early education for children aged two, three and four years. The provider employs 11 members of staff. Of these, six hold a recognised qualification at level 3 or above. The provider holds qualified teacher status.

## Information about this inspection

### Inspector

Natasha Jarvis

## 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 explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, the nominated individual and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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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