

Inspection of Rainbow Nursery

Almners Priory, Almners Road, Lyne, CHERTSEY, Surrey KT16 0BH

Inspection date: 27 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled. Staff are attentive and supportive of children, which helps them to feel safe and secure. Children become absorbed in their play and activities. For example, pre-school children enjoy playing 'doctors', where they talk about what they need to make their doll better. Babies and toddlers have fun investigating with different sensory resources as they explore with scarves, mirrors, and natural materials.

Staff have strong expectations for children to build on their learning. They know children's individual development needs very well. They are proactive in identifying any gaps in children's education and take swift action to help close these. Children develop early literacy and communication skills effectively. Older children and toddlers join in enthusiastically with actions songs and learn how to use letters and their sounds in context. Pre-school children show confidence in recognising familiar letters and begin to form these, such as in shaving foam.

All children behave well and develop good levels of confidence. Children learn the importance of keeping themselves and others safe. For example, older children act as garden detectives. They risk assess the grounds and report any concerns found to the maintenance team. This gives children a positive sense of responsibility and enhances their understanding of recognising and responding to risks.

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

- Staff provide a welcoming and rich learning environment for children. They know their key children well and successfully build on what they already know. Staff make excellent use of the amazing outdoor facilities, which gives children exceptional opportunities to learn outdoors.
- Managers and staff have an effective approach to identifying and supporting children's special educational needs and/or disabilities. They act quickly to put in place any support needed, including individual support plans and additional help from staff. Referrals to outside agencies are completed promptly to avoid any delays in gaining further support for children. Staff confidently understand children's individual needs and the activities they implement. This targets the support children need to make progress effectively.
- Staff support children's emerging language skills well. They talk and engage purposefully with children. Staff extend children's vocabulary and introduce new words during play. Children develop a strong love of books at the nursery and at home. For example, a lending library supports parents and children to choose and enjoy familiar stories at home.
- Children's physical development is promoted very well. Babies use a wide range of equipment, which encourages them to stand and to take their first steps.

Toddlers learn to use the stairs safely. Staff teach them to progress through stages to enable them to use the steps one at a time. All children use a variety of physical play equipment and resources. These support the development of skills, such as climbing, balance and coordination.

- Children learn about the importance of a healthy lifestyle. They develop understanding about how vegetables grow as they help to care for these. Children widen their tastes for new foods as they try the produce they grow. Children and staff sit together at mealtimes which supports their social skills. However, sometimes, younger children wait for their meals for a long time. This leads to some children becoming unsettled. Occasionally, some staff do not implement all hygiene routines as well as possible to provide a more consistent quality of care.
- Children build meaningful friendships and relationships with staff. They enjoy each other's company. For example, pre-school children enjoy pretend play together where they giggle and chat together. Babies enjoy cuddles and smile contentedly in the care of staff. Toddlers work together to tidy away toys and resources. Staff regularly praise and encourage children to reward them for their efforts.
- Staff work well together. They comment that they feel valued and supported in their roles. Staff benefit from regular support through discussions and meetings. However, staff's professional development is not yet sharply focused enough to help raise the quality of care and education to a higher level.
- Parents speak highly about the staff, their children's development and the care provided. They comment that staff value their children and provide a personal touch in the information provided to them. Weekly newsletters provide a summary of activities planned for the following week, and ideas for home learning to complement these.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good awareness of their roles and responsibilities in protecting children and keeping them safe. For instance, staff conduct thorough risk assessments prior to children arriving, during and at the end of the day. This helps to ensure that the premises are safe and suitable for the children. Staff know how to identify signs that a child may be being exposed to harm. They understand how to make a referral to the local safeguarding partners. Robust recruitment arrangements help to check staff are suitable to carry out their roles and responsibilities.

What does the setting need to do to improve?

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

- strengthen the organisation of routines, such as mealtimes, to support and meet children's hygiene and needs more effectively
- improve the monitoring of staff practice to identify their professional development needs more effectively, to enhance their skills and knowledge and raise the quality of education and children's care even further.

Setting details

Unique reference number	EY449822
Local authority	Surrey
Inspection number	10248535
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	224
Number of children on roll	226
Name of registered person	Almners (Childcare) Ltd
Registered person unique reference number	RP531772
Telephone number	01932 570888
Date of previous inspection	26 January 2018

Information about this early years setting

Rainbow Nursery registered in 2012. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The nursery employs 66 members of staff to work with the children. Of these, 36 hold relevant childcare qualifications at level 2 and level 3. Two members of staff are qualified at level 6.

Information about this inspection

Inspectors

Tracy Bartholomew
Sheena Bankier

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The management team explained the nursery curriculum during a learning walk with the inspectors.
- The management team and the inspectors completed two joint observations and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspectors about the activities they took part in.
- A number of parents provided feedback about the nursery through face to face and phone call discussions with the inspectors.

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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