

# Inspection of Rainbow House Private Day Nursery

29 Common Road, Low Moor, Bradford, West Yorkshire BD12 0TN

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Inspection date: 8 November 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children do not benefit from an ambitious and challenging curriculum that helps them to prepare for their next stage in learning. This is particularly relevant for children who attend the younger age groups. Children do not engage in purposeful play. They become bored and disengaged from learning. Due to their lack of engagement in play, some children begin to show challenging behaviours, which staff are not able to manage well enough. Babies and young children show that they do not feel safe and secure. This is particularly evident around transition periods of the day, such as mealtimes, when babies are unsettled for long periods of time. Although ratio requirements are met, staff working in the room are very new to the setting and are unsure of their roles and children have not yet had the opportunity to form an attachment with them. There have been a number of staffing changes over the past few weeks. This includes changes to children's key person. This means that staff caring for babies are not always consistent, which impacts on children's emotional well-being.

Although staff identify if there are concerns about children's development. They do not offer quick enough support to help children to make progress in line with their peers. The gaps in some children's learning are too wide. This includes children who speak English as an additional language or have communication difficulties.

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

- Managers recognise that there has been a recent high staff turnover. They are working to stabilise the staff team to provide consistency for children. However, as this is still at a premature stage, this is not yet having a positive impact on children's development and emotional well-being. This is especially evident in the toddler and baby room.
- Managers complete supervision sessions and appraisals. They show that they are caring towards staff and work hard to promote staff well-being. However, they do not ensure there is minimal disruption to children's learning and maintain good quality experiences for children. For instance, they do not monitor the curriculum to identify and swiftly address weaknesses in practice. This means that children do not develop the key skills needed for future learning.
- Parents are complimentary toward staff and managers at the setting. They comment that they are friendly and approachable. However, parents explain that there are some restrictions remaining in place following the COVID-19 pandemic and they are not able to enter the premises. Some parents are not aware of who is caring for their child or who their child's key person is.
- Staff complete observations of children's learning and recognise what children need to learn next. However, this is not implemented into practice. For example, staff do not ensure that all children are engaged in play. Some children play for

long periods of time in isolation without any intervention or support. This is particularly evident during outdoor play.

- Children are provided with a range of suitable, healthy choices during mealtimes. Older children show suitable levels of independence. For instance, putting on their own coats ready for outdoor play and serving themselves during mealtimes. Staff take children to the outside area where children play on bikes and scooters. Children have access to play dough, plastic cutters and rolling pins. Children squeeze play dough in their hands and use small tools that help to develop their physical skills.
- Older children pretend to make dinner for staff during role-play games. They tell them they need to put their dinner in the oven before it is ready. Staff sit at the table and join in with children's games and ideas. This helps to suitably promote children's imaginative skills.
- Older children show that they develop literacy skills in preparation for school. For instance, they paint with brushes on an easel and show staff the letters they have formed. Staff praise children and take photographs of their work to show parents what they have achieved. This helps to suitably promote children's self-esteem.

## Safeguarding

The arrangements for safeguarding are not effective.

Due to weaknesses in the setting's key-person system, babies and young children's emotional needs are not met. Staff demonstrate a suitable understanding of child protection issues. This includes how to recognise the signs and symptoms of abuse and how to report any concerns about the welfare of a child. There are whistle-blowing procedures in place. Managers check the ongoing suitability of staff. They are aware of the procedure to follow in the event of an allegation being made against them. Managers follow safe recruitment procedures to ensure those working with children are safe and suitable to do so.

## 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:**

	Due date
ensure all children benefit from a challenging and ambitious curriculum that helps them to engage well in their play and learning	06/12/2022

improve behaviour management strategies to help all children understand how their own feelings and behaviour impacts on others	06/12/2022
develop an effective key-person system to ensure that all children, particularly babies and young children, have a consistent key person that helps to meet their emotional needs	06/12/2022
improve procedures to address concerns in relation to children's learning and development and offer targeted support to ensure all children make good progress in their learning and development	06/12/2022
develop performance management procedures to identify and address weaknesses in practice	06/12/2022
extend partnership working with parents to ensure all parents are aware of who their child's key person is.	06/12/2022

## Setting details

<b>Unique reference number</b>	EY217910
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10261265
<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>	88
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Rainbow House Private Day Nurseries LLP
<b>Registered person unique reference number</b>	RP520261
<b>Telephone number</b>	01274 690622
<b>Date of previous inspection</b>	4 September 2017

## Information about this early years setting

Rainbow House Private Day Nursery registered in 2002. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7am until 6pm, all year round, except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Allison

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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