

Inspection of Rainbow Corner Windlesham Ltd

The Community Hub, Kennel Lane, Windlesham, Surrey GU20 6AA

Inspection date:

6 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from an innovative and ambitious curriculum. Leaders and staff prepare children incredibly well for their next stage of education. Children develop a true love for learning and are exceptionally well supported in their play and development. Children's physical health and well-being is promoted really well through outdoor play and forest school adventures. Children's language and communication skills are phenomenal. They have and use an extensive vocabulary and speak fluently for their young age.

Children care for their inspirational environment and confidently explore the exciting and engaging learning opportunities. Behaviour is exemplary. Children sustain high levels of determination, persevering until they achieve their goals. For example, they concentrate hard as they carefully scrape every piece of food from their dinner plates, checking they are completely clear, before stacking them away. Children offer to help their friends, waiting for permission from them before lending a hand. Older children sit with younger children at the dinner table and model excellent manners.

All children flourish from having a highly skilled staff team that plan for aspirational attainment for each child. Parents feel completely confident in the knowledge that their children are receiving the very best care and high-quality learning experiences. Children develop strong friendships with their peers and deep connections with their teachers. Parents report that their children 'skip into nursery each day' and fall asleep 'chanting their teacher's name'.

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

- Leaders systematically review their curriculum. They support staff to understand what it is they want children to know and learn. Staff are confident in delivering a well-thought-out and clearly sequenced curriculum, which is shared with parents so that children, whatever their starting point, make exceptional progress.
- Leaders value their staff and prioritise their professional development. They encourage and support staff to become experts in the care and education of young children and foster a love for lifelong learning. This ensures that no area of the curriculum is left to chance. Staff are highly skilled and know exactly how children learn and develop across the early years age range.
- Staff are trained to listen carefully to what children say. They observe children and accurately assess what they can do. Staff are skilful and timely in their interventions and know when to step in and support children's learning and when to observe from a distance. Staff give children time and space to problem-solve and think critically in order for them to develop independence in their

learning and personal self-help skills.

- Throughout the nursery, staff make the most of every teachable moment. They develop children's knowledge of communication and language with each interaction. They expand and build on children's interests and natural curiosity and provide rich descriptive narratives to the children's play and learning. For example, children are encouraged to have a really good 'rummage' amongst the fallen leaves and twigs when searching for acorns in forest school.
- Children's physical development is supported through a wealth of opportunities for active play. They are encouraged to take appropriate risks under the careful supervision of staff. For example, babies and young children delight in launching themselves into the ball pit and lay there making imaginary snow angels with their arms and legs. They relish the care and attention shown by staff and love to have a go at mark making on the large sensory light-board. All children are keen to learn to do things for themselves and attempt every activity.
- Stories, songs and rhymes play a big part in the curriculum. Children initiate storytelling and rhyming in both adult-led and child-led activities. Young children take themselves to the book corner. They choose a book after lunch and sit intently, carefully turning the pages and vocalising what they see and know. For example, babies see pictures of spiders and can be heard singing 'Incy, wincy spider'. Older children use their new vocabulary as they play with puppets and story props.
- Staff are exemplary in supporting children with emerging special educational needs and/or disabilities. For example, staff set up small intervention groups to support children's communication and social skills. The special educational needs coordinator works together with other professionals, such as health visitors, educational psychologists and occupational therapists, to devise strategies and targets. These are shared with parents to provide a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are incredibly well trained and confident regarding the policies and procedures in place to keep children safe. They are strong advocates for children and families that require additional support. Staff are sensitive to each family's unique circumstances and they are quick to engage with external agencies and professionals to ensure that early intervention and support strategies are in place. The curriculum provides endless opportunities for children to learn how to keep themselves and others safe. There are robust systems in place for monitoring and reporting children's absence and leaders regularly review these to identify patterns and trends which require multi-agency referrals.

Setting details

Unique reference number	2581098
Local authority	Surrey
Inspection number	10251009
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	49
Name of registered person	Rainbow Corner Windlesham Ltd
Registered person unique reference number	2581096
Telephone number	01276 788950
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Nursery Windlesham Ltd registered in July 2020 and is located in Windlesham, Surrey. The nursery operates from The Community Hub and is open everyday, from 8.30am to 5.30pm, all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 12 staff. Of these, seven, including the manager, hold relevant early years qualifications, and three staff are currently undertaking early years apprenticeships.

Information about this inspection

Inspector

Leanne Merritt

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 and inspector completed a learning walk together of all areas of the nursery, including outside space used for forest school activities, and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation of a group time activity.
- The inspector spoke to parents and carers on the day of the inspection and their views were taken into account.

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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