

Inspection of Rainbow Lodge

12 Elloughton Road, BROUGH, East Yorkshire HU15 1AE

Inspection date:

2 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children are not suitably safeguarded because not all staff understand the setting's safeguarding policy and guidance. Some staff are not alert enough to be able to identify possible child abuse, neglect, radicalisation or extreme practices, should they need to. Furthermore, the procedures for reporting concerns about children's welfare are not effective. Staff do not have a comprehensive understanding about how and who to raise concerns to. This fails to safeguard children from possible abuse, which impacts on their safety, well-being and personal development. In addition, some staff have a poor understanding of how to promote children's good health.

Children do not receive good quality learning experiences to build on what they know and can do, including those with special educational needs and/or disabilities (SEND). Children receive inconsistent support from staff. Older children develop independence as they pour their own drinks and serve themselves lunch. However, at other times, staff do not promote independence, for example, as they put on children's coats and shoes for them. This gives children inconsistent messages. Not all staff are clear about what they want children to learn. Too little is done to support staff's teaching knowledge and skills.

Nevertheless, children are happy and enjoy their time at nursery. They settle in quickly when they first start and make secure bonds with their key person and other staff. Children are active and build on their physical skills outdoors. For example, they confidently use climbing equipment and slides outside. Children make choices about their play and develop good levels of confidence. They are happy to speak to visitors.

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

- The manager has a clear intention of what children should learn, however, this is not shared effectively with staff. Not all staff understand the intention or purpose of some activities fully enough to ensure that they support children's learning effectively.
- Staff generally get to know children well. They carry out observations and assessments of children's learning, and use the information to identify any gaps. Staff are less successful at identifying next steps in learning for those children who are achieving at the typical levels for their age. This means that staff plan most activities for the group in general. They do not consistently target their planning and teaching on what individual children need to learn next.
- The special educational needs and disabilities coordinator ensures that children with SEND are referred to outside agencies for additional support in a timely manner. She works closely with other agencies to provide consistent support for

children with SEND. However, not all staff are adequately trained to support children with SEND. They do not fully understand how children learn or how to use children's interests to support their learning further.

- While staff wear gloves and aprons, hygiene arrangements are not always put into place successfully. Babies and young children eat with their fingers, despite not washing their hands. Additionally, some staff wipe children's noses and do not wash their hands afterwards, then serve food. This does not support children in learning about effective hygiene practices.
- Although staff feel well supported, supervision sessions are not effective in identifying and addressing weaknesses in the quality of teaching. The manager, on occasions, spends time in the rooms and works alongside staff. However, she does not regularly observe individual staff's practice to identify precisely how they can raise the quality of their teaching even further. For example, staff working in the baby room do not use activities to teach children things that are age-appropriate. For example, they focus on learning about colour mixing during a painting activity.
- Children participate in some activities staff provide with interest. For example, they enjoy singing and story times. These activities help children to hear vocabulary and support their emerging communication and language skills.
- Children's good behaviour is supported as staff offer clear and consistent reminders. For example, they encourage children to use 'kind hands' as they reinforce the setting's rules. Children learn to identify different emotions, as staff encourage children to talk about their feelings. As a result, children learn to regulate their feelings and behaviour.
- Partnerships with parents are good. Parents comment on the homely atmosphere and nurturing staff. The manager and staff make themselves available to parents. Parents comment that their views and thoughts are always considered.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff have a weak understanding of safeguarding and child protection issues and procedures. They do not have sufficient understanding to be able to identify when children may be at risk of harm. They do not know the correct procedures to follow, in the event of concerns about children or for allegations against staff. Staff carry out effective risk assessments to ensure any hazards are identified and minimised. The provider ensures that child-to-adult ratios are maintained. Managers have sound recruitment and vetting procedures in place to help ensure that staff are suitable for their roles.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff's knowledge of the safeguarding policy and procedures is up to date, including the action to be taken where there are safeguarding concerns about a child, and in the event of an allegation made towards a member of staff	23/11/2022
ensure that all staff develop their knowledge of the 'Prevent duty guidance for England and Wales 2015' and know how to recognise and prevent children from being exposed to extreme views	23/11/2022
help staff to understand the intent of the activities offered to all children	07/12/2022
ensure staff consistently use assessment information to plan and deliver purposeful learning experiences based on what children need to learn next, including those with SEND	07/12/2022
ensure that staff follow hygiene arrangements robustly	23/11/2022
ensure that all staff working with the children receive effective supervision and training to help them understand their role and responsibilities in supporting children's learning and development, including those with SEND.	07/12/2022

Setting details

Unique reference number	EY260996
Local authority	East Riding of Yorkshire
Inspection number	10229324
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	40
Number of children on roll	57
Name of registered person	Lee Wilkinson and Janet Wilkinson Partnership
Registered person unique reference number	RP909913
Telephone number	01482 668556
Date of previous inspection	27 January 2017

Information about this early years setting

Rainbow Lodge registered in 2003 and is situated in Brough, East Yorkshire. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including two staff members with a qualification at level 6. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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 conducted a learning walk of the setting and discussed the intent and implementation of the curriculum.
- Children communicated with 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.
- The inspector and manager carried out a joint observation of practice.
- The manager and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.

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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