

Inspection of Rainbows Nursery

Greysbrooke Cp School, Barnes Road, Shenstone, LICHFIELD, Staffordshire WS14 0LT

Inspection date: 30 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are confident and happy in this nursery. Staff greet children warmly as they arrive and spend time talking with parents about what children have been doing while at home. Children develop their self-esteem and confidence as they quickly immerse themselves into their favourite play activities with their friends. They are helpful, well mannered and show concern for other children and adults.

Children share a joy and excitement to learn. They are eager and highly motivated. Children make decisions and solve problems as they engage in an extensive range of exciting, motivating and well-planned activities. For example, the creative station offers superb opportunities for children to think and investigate as they repair a paper shopping bag with a hole in the base. Children thoughtfully consider whether play dough might work to fix the hole. They experiment and, when unsuccessful, change their plan to make their own bag using tape and paper.

Children make excellent progress in all areas of learning because staff have high expectations of them. Staff are very good at helping children to develop early reading skills. The teaching of phonics is exemplary. For example, children who are ready are beginning to blend sounds together and read simple words. Younger children develop their large-muscle skills as they enthusiastically and joyfully take part in a fun dance and movement session.

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

- Leaders successfully embed their exciting and challenging curriculum consistently across the provision. The staff team prioritise what they know is important for the children to learn. They are passionate about ensuring that children are successful in learning new skills and are ready for the next stage in their learning. Staff consistently enhance the provision with interesting and exciting prompts and invitations to play.
- Staff are experts in child development and know how young children learn. This helps children to make excellent progress. Teaching is exemplary and focuses on the teaching of skills, noting children's interests and supporting learning through play. For example, staff have highlighted a need to support children's small-muscle skills. As a result, they have provided children with plenty of opportunities to press, squeeze, roll, pinch and pat homemade play dough. Furthermore, children extend their experience because staff have supplied a variety of tools, such as scissors, cutters and rolling pins, to use in their play.
- Staff take every opportunity to support and include children in every aspect of nursery life. Sensitive and timely interventions work very effectively in supporting progress for all children, including children with special educational needs and/or disabilities and where there are concerns about communication

and language development. Leaders ensure that the provision is consistent and familiar and that there is time and space to work alongside children.

- Parents appreciate the excellent support and advice that staff offer. Communication is frequent, and regular meetings and discussions to look at progress or concerns mean that parents know about their child's development. Parents comment that they are reassured that their children are happy because they are so keen to come to nursery.
- Children's mathematical development is supported well through a wide range of activities. For example, they learn about small, medium and large as staff retell the story of 'Goldilocks and The Three Bears'. This learning is further supported as they choose different-sized chunks of banana at the snack table. They add one more or two more onto the number 22 as they count the children at circle time.
- Children are provided with a wide range of opportunities to learn about the wider world. For example, children know about their community because staff organise visits to local amenities and build strong links with the adjacent school. In addition, each week, small groups of children meet with elderly members of the community, with whom they enjoy singing songs, listening to stories and taking part in creative activities together. These experiences help children to understand similarities and differences between themselves and others.
- Children learn about health and hygiene through routines and activities. They have access to drinking water at all times and self-serve their own snack of cereal and fruit. Staff talk with children about oral health as they play. For example, children use toothbrushes and models of teeth in the role-play area to practise toothbrushing.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff prioritise safeguarding and know the procedures to follow if there is a concern about a child. They are knowledgeable about signs and symptoms of abuse and of other safeguarding issues, such as radicalisation and county lines. They access training on a regular basis, and safeguarding information, posters and procedures are readily available around the nursery, which staff can access when needed. Leaders check staff's understanding regularly through scenario-based discussions. Staff are deployed very well, both indoors and outdoors, so that children can choose where they want to play. Effective risk assessments ensure safety within the setting and are adapted to suit the needs of the children.

Setting details

Unique reference number	EY405374
Local authority	Staffordshire
Inspection number	10264935
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	52
Name of registered person	Winwood, Kirsty
Registered person unique reference number	RP909811
Telephone number	01543 480321
Date of previous inspection	30 June 2017

Information about this early years setting

Rainbows Nursery registered in 2010 and is located in Shenstone, near Lichfield. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. Four staff, including the manager, hold a level 6 qualification and have qualified teacher status. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3pm. There is also an after-school club from 3.15pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents and took account of their views.

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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