

Inspection of Rainbow Nursery

Crawley Hospital, West Green Drive, Crawley, West Sussex RH11 7DH

Inspection date: 9 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happily. They independently take off their shoes and hang their coats on their peg. Children benefit from a range of learning experiences. They explore and experiment with different materials. For instance, they investigate cornflour and water, scooping it into different containers. This stimulates their senses and helps them to learn about cause and effect. Children engage in imaginative play. For example, they use play dough to make 'birthday cakes' for their friends and visitors. Children maintain focus and concentration on the activities that they choose during free play. They spend an extended period of time using bricks to construct with their peers, taking turns and creating a story line for their play.

Children flourish in the nurturing environment. They feel safe and secure in the care of familiar adults and build strong bonds with their key person. Staff have high expectations for all children and provide excellent support for children with special educational needs and/or disabilities. As a result, all children make good progress across the curriculum.

Children understand the routine and boundaries within the setting. They help to tidy up and take care of the environment. Children's behaviour is managed positively. For example, staff direct children to play outside when they have lots of energy. Children's achievements are celebrated which helps to build their confidence and self-esteem.

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

- Children greatly enjoy using large wooden planks to construct and practise problem-solving skills. They show resilience as they work together to overcome any challenges that they face. Children use the planks to pretend that they are building a fire. They share their ideas and collaborate to achieve the desired outcome. This helps to develop children's large muscles in their shoulders as they lift and move the wood across the garden.
- Children are very independent and staff provide them with multiple opportunities throughout the day to build upon their skills. For example, at mealtimes children pour their own water and carry their meal back to the table by themselves. Children relish opportunities to be responsible and independent.
- Staff speak fondly of their roles. They feel well supported by the management team. The manager regularly supervises the team to identify any areas for improvement in their practice and set them targets. This helps to continually improve and develop the provision.
- The manager has recently implemented changes within the environment to further enhance the opportunities available to children. This has led to children

of differing ages having more opportunity to play and learn together, which they thoroughly enjoy. However, the implementation of group times with mixed ages of children is yet to be refined to maximise opportunities for children's learning, and to ensure that children are fully engaged.

- Staff are competent at monitoring the progress children are making. They swiftly identify any children in need of additional support and work with other professionals to put support in place. Staff spend focused one-to-one time with individual children to help them achieve their next steps. As a result, children make good progress, particularly with their communication and language.
- Staff promote children's well-being by giving them plenty of opportunities for physical activity and exercise. They encourage parents to ride or walk to the setting and have created a safe space for bikes to be stored. However, staff do not effectively teach children about how to use the internet safely. For instance, they miss opportunities to teach children about online safety and where to get support if they need it.
- Staff support families with home learning through ideas, information and resources. For example, they can borrow books and home-learning bags, available to support parents in a range of topics. Parents praise the communication that they receive and are well informed about their children's progress and development.
- The manager and wider management team regularly reflect on and evaluate the environment. They make adaptations to the environment according to the cohort of children attending. Staff attend training to refresh their knowledge and skills. For example, staff have attended training about schemas, which has helped them to consider the activities and resources available to support children's learning styles and interests.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding issues. They are confidently able to identify what may indicate a child is at risk of harm. Staff know the procedure to follow to raise any concerns about a child, as necessary. They have a strong knowledge of the risks relating to county lines and female genital mutilation. The management team have robust and rigorous recruitment procedures in place to ensure the suitability of staff that they employ. Staff work with parents to encourage good health and hygiene at home, particularly in relation to diet and oral health. This helps to keep children safe and healthy.

What does the setting need to do to improve?

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

- develop further ways to help children maintain focus and engagement during

activities to enhance their learning opportunities

- make consistent use of opportunities to teach children how to keep themselves safe and healthy with regards to using the internet and screen time, to prepare them for later life.

Setting details

Unique reference number	EY347255
Local authority	West Sussex
Inspection number	10276349
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	1 to 4
Total number of places	36
Number of children on roll	23
Name of registered person	Sussex Community NHS Foundation Trust
Registered person unique reference number	RP526763
Telephone number	01273 227793
Date of previous inspection	12 July 2017

Information about this early years setting

Rainbow Nursery registered under its current management in 2011. It is owned and managed by Sussex NHS Community Trust, and is open to the children of employees of the trust and the wider community. The setting operates from a single-storey, detached building in the grounds of Crawley Hospital, in Crawley, West Sussex. The setting receives funding for provision of free early education for children aged two, three and four years. The setting is open each weekday, from 7.30am to 5.30pm, for 51 weeks of the year. The setting employs eight staff, and of these, seven hold a relevant early years qualification.

Information about this inspection

Inspector
Jade Orosz

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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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