

# Inspection of Rainbow Nursery

Kings Drive, Eastbourne, East Sussex BN21 2UD

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Inspection date: 14 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 with excitement to see their friends. They are eager to explore the day's activities, and swiftly become engaged in their play. Children show high levels of confidence and independence. They benefit from an ambitious curriculum that provides all children with rich and varied learning experiences. Children's interests are of high importance at this nursery and, subsequently, children sustain interest in their play. For instance, older children share a love of animals and have planned their own veterinary area. Children enjoy being imaginative and visit the 'vet', who x-rays their pets 'to make sure they are healthy'. Staff skilfully extend play, while continuing to follow the children's lead. This helps children to feel a sense of belonging, where staff value their opinions.

Children have secure attachments to staff, who are kind and nurturing. Older children delight at being able to share their own thoughts and ideas during group activities. Younger children benefit from attentive staff who know them well, which ensures that their individual care needs are met. Staff have high expectations of children's behaviour, and their behaviour is good. Children openly talk about their own emotions, as staff ask them how they feel. They benefit from consistent, well-planned routines that help them to understand what is happening next. As a result, children take turns, work together to problem-solve and play harmoniously.

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

- The passionate manager and her dedicated staff put the needs of the children first. Staff are well supported and able to access training opportunities to develop their own skillset, which is then cascaded to all staff. As a result, staff are highly motivated, and teaching continually improves.
- The manager and staff plan an ambitious, well-balanced curriculum that is effectively sequenced. All staff have high expectations of what they want children to learn. They thoughtfully plan varied opportunities. For example, babies investigate freshly cut flowers. They explore their senses, squeezing the flower heads and pinching petals. Staff model smelling the flowers, which babies mimic. They gently giggle as the flowers tickle their noses. These opportunities help children to build on what they already know and prepare for what they need to learn next.
- Staff have a strong focus on communication and language. They speak clearly and with energy that enthuses children. They provide opportunities for children to learn new words, such as 'goat' and 'tulip'. Older children listen and join in with group activities intently. They sing familiar songs, and excitedly join in with the actions. However, on occasions, group times for the youngest children are not well planned. Staff do not always recognise when children do not want to join in. As a result, children sometimes become restless and disengaged.

- Staff successfully support children's development in mathematics during everyday routines. For example, older children enthusiastically join in group activities that involve number recognition. In addition, younger children are exposed to number language throughout their play. This supports children to use and develop their number skills.
- All staff work together to quickly identify children with additional needs. Staff get to know the children well and provide targeted support where needed. They use what they know to plan and adapt activities that enable learning. As a result, all children make good progress in their development. This includes those with special educational needs and/or disabilities and those who speak English as an additional language.
- Staff support children to learn about healthy lifestyles. Children have recently learned about healthy and unhealthy foods, and they recall this knowledge in play and at mealtimes. Children have ample opportunities to access the outdoor space, where they climb, slide, balance and whizz around on bicycles. In addition, staff manage and adapt the environment. They plan activities that enable all children, including those with allergies, to be fully included. For example, they ensure that paints and sensory play items do not contain allergens.
- Parents are extremely complimentary of the nursery and all staff. They 'love' the personalised approach and say that communication is effective. Parents describe the nursery as somewhere that 'children are treated as individuals with important feelings'. Parents say that their children are making good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that robust safer recruitment processes are in place so that staff are suitable to fulfil their roles. All staff have a clear understanding of their safeguarding responsibilities. The manager effectively monitors staff's knowledge of safeguarding and ensures that regular training updates are completed. All staff demonstrate a clear understanding of what to do if they are concerned about a child, including how to report concerns to local safeguarding partners. They are aware of the procedure to follow in the event of an allegation against a staff member. Children are well supervised. Staff effectively identify and minimise risks to ensure children's safety.

## **What does the setting need to do to improve?**

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

- review the planning of group activities to help to ensure that they are engaging for the age and stage of development of the younger children participating.

## Setting details

<b>Unique reference number</b>	109364
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10234067
<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>	62
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	East Sussex Healthcare NHS Trust
<b>Registered person unique reference number</b>	RP522670
<b>Telephone number</b>	0300 131 5547
<b>Date of previous inspection</b>	24 March 2017

## Information about this early years setting

Rainbow Nursery registered in 1991. It is owned by East Sussex Healthcare NHS Trust for the sole use of its employees. The nursery is located in Eastbourne, East Sussex. The nursery is open between 7am and 6pm each weekday, all year round. The nursery employs 19 staff. One staff member has qualified teacher status, two hold a relevant qualification at level 6, and 14 staff are qualified at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Natalie Moir

## 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 and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager carried out joint observations of group activities with the inspector.
- 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 nursery 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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