

Inspection of Rainbow Corner Nursery School

42 Victoria Road North, Southsea, Hampshire PO5 1PX

Inspection date: 10 March 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are treated with kindness and respect at this friendly and nurturing nursery. They are greeted by the cheerful staff who know all children and families well. Staff take time to listen to children's news and allow children time to respond and share ideas. Children feel valued and have their needs met quickly, which makes them feel happy to learn.

Children are encouraged to work together and support each other in their learning and play. For example, they learn how to bake following a recipe in a group. They explore the ingredients, follow instructions, and take turns smelling the vanilla extract. They have a go at whisking and mixing, and learn how to measure while using words such as 'more' or 'less'. They share their own experiences of baking from home and listen to each other respectfully.

Children enjoy nursery. They play with familiar friends and happily explore the variety of sensory resources available. They busily discover oats and flour in trays alongside staff, who introduce new language, such as 'flaky' and 'powder'. Children marvel at the sounds they make using the metal pans and utensils. They benefit from a wide variety of opportunities to develop their communication and language from the positive and engaging staff, who bring songs and stories to life as they all sing animatedly together.

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

- The manager has a clear vision for the nursery. She is passionate about improving experiences for children and providing wider experiences to broaden the curriculum. For example, she gets children involved in fundraising within the local community. She focuses on developing children's communication and language skills and successfully supports staff to reflect on their practice and environments.
- The leadership team work positively together. They provide a stimulating curriculum built around core values that help staff to build on children's interests. Staff in the pre-school room implement this effectively. For example, children recall seeing a rainbow in the garden. Staff engage children in discussion, developing their knowledge and helping them to learn about how rainbows are formed, their shape and colours. However, staff interactions to extend interests in the toddler room are less effective. For instance, staff do not recognise and respond to children's interests in playing with hoops. This means that children quickly lose interest and walk away. This impacts their enjoyment and the progress they make.
- The manager supports the team effectively through regular supervision. Staff report that they value the well-being support they receive and that they enjoy

working at the nursery. Staff receive an effective induction and all staff complete training regularly to improve their knowledge.

- Babies thoroughly enjoy sensory-play opportunities and remain engaged in play. The baby room leader successfully supports babies with communication and language development. For example, babies use signs to communicate 'please' and 'thank you' and smile proudly when staff praise them.
- The manager has recently invested in provision for outdoor play to support children's physical development. This is helping to support children's confidence and large-muscle development. For example, children enjoy whizzing on the bicycles and counting how many laps they have completed. They learn to manage risks, balancing on beams and wooden frames and cheering when they succeed.
- The key-person system is effective. Staff use information to support children in their learning and care needs. They play alongside children and engage with them positively. However, on occasion, not all staff are as consistent as others at encouraging children to complete tasks independently. For example, some staff wipe children's noses or roll up their sleeves for them prior to their activities. This is not fully effective in helping children to develop their self-help skills.
- Children with special educational needs and/or disabilities are supported well. They have their needs identified by staff who action support swiftly. Staff work positively with parents and multi-agency professionals to support children to make the best possible progress.
- Parent partnerships are strong. Parents report that children make progress and run into nursery happily to play. Parents appreciate the support they receive to help children further at home. They receive regular updates on children's progress and value the daily feedback they receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of safeguarding procedures. They can spot signs to identify when a child may be at risk of harm and know the relevant procedures to follow and agencies to contact. Staff know what to do if they have concerns regarding another staff member's suitability. The leadership team follow safer recruitment procedures and have systems in place to ensure the ongoing suitability of staff. The manager conducts regular fire evacuations and staff conduct regular risk assessments of the environment. Staff ensure children with allergies are kept safe by following robust procedures.

What does the setting need to do to improve?

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

- support staff to consistently recognise opportunities to build on children's learning and further extend their interests
- teach children the knowledge they need to help them to use and apply their self-help skills independently.

Setting details

Unique reference number	143530
Local authority	Portsmouth
Inspection number	10280821
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	60
Number of children on roll	114
Name of registered person	Rainbow Corner Nursery Limited
Registered person unique reference number	RP524390
Telephone number	02392 824538
Date of previous inspection	23 August 2017

Information about this early years setting

Rainbow Corner Nursery School registered in 1983. The nursery is open each weekday, from 8am to 6pm, all year, with the exception of public holidays. The nursery provides free early education for two-, three- and four-year-old children. The nursery employs 18 staff. Of these, 12 hold qualifications at level 3 and above.

Information about this inspection

Inspector

Elizabeth Austin

Inspection activities

- This was the first routine inspection the setting 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 the evaluation of the provider.
- The inspector and the manager carried out a learning walk to discuss the learning intent of the curriculum.
- The manager and inspector took part in joint observations.
- The inspector looked at relevant documentation.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed 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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