

Inspection of Rainbow Nursery

Tunbridge Wells Sports Centre, St Johns Road, Tunbridge Wells, Kent TN4 9TX

Inspection date: 12 May 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 and families are welcomed at the door by enthusiastic staff, who smile and invite them into this homely setting. Children benefit from a cosy environment. Staff plan interesting and motivating activities and opportunities for children based on their needs and interests. Children delight in exploring outside, looking for bugs together and talking about how to care for them. Staff are good role models. They encourage children to keep themselves safe. For example, children count their friends when they go outside and come back in. Staff praise children and celebrate their achievements. They display children's artwork and show genuine interest in what they say and do. Children show high levels of self-esteem, confidence and emotional well-being.

Children benefit from warm interactions with staff. Staff are kind and caring in their approach. Babies benefit from cuddles and comfort. Older children enjoy snuggling up to listen to a story. This supports their language and communication skills. Staff have high expectations for children. They successfully prioritise children's communication, physical and social skills following the COVID-19 pandemic. Children talk excitedly with staff when creating their own spider webs with creative materials. They demonstrate positive attitudes to their learning and each other. Older children help their friends, holding doors open for them.

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

- Leaders and managers have a strong vision for the setting. They are passionate about providing good-quality care and education. They are reflective of their practice and provision. They have made effective changes to the environment to support children's learning and development, such as prioritising promoting children's curiosity and imagination.
- Children with special educational needs and/or disabilities are well supported. Staff have made effective links with external agencies for advice and guidance. They have used funding effectively to develop the outdoor environment to support children who do not have access to outdoor spaces at home. This develops children's physical skills and interest in the natural world.
- Parents report that their children have made progress in their speech, independence and social skills. They say they appreciate the daily feedback they receive. They talk of the loving atmosphere provided by staff. They appreciate the ideas they get to help their children at home.
- Children's independence skills are well promoted. For example, children take a lead sweeping up before lunchtime. They help to mop the floors. This supports children's ownership of the environment. They are proud to help each other and adults. They wash their own hands and pour their own drinks from the water station. They serve their own meals and snacks.

- Staff report that they enjoy working at the setting. They say that they are well supported. They enjoy the opportunities to work with colleagues across their other settings, to develop their own knowledge and skills. For example, they undertake training to develop their knowledge of the curiosity approach. Leaders and managers prioritise staff well-being. Staff report that leaders and managers are approachable and friendly.
- Staff have good partnerships with the local authority, external agencies and other providers. They attend regular network meetings to share information and develop their practice. They focus on developing children's skills in the prime areas of learning to help them in the next stage of their education. They are proactive in developing partnerships with local providers. This helps children to settle quickly, and they are well supported.
- Generally, staff know their children well. They plan activities and experiences that they know their children will enjoy. Staff link these well to children's next steps. However, information about children's home languages is not always known. This impacts on the support that children receive to settle in.
- Babies are provided with a calm environment. Staff support them to explore toys and resources set out for them. Staff are affectionate and patient in their approach. However, not all staff have precise knowledge and understanding of babies, to support them most effectively in their learning and development. Staff do not have secure enough knowledge of their individual needs and interests. This impacts on them making the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have secure systems in place to safeguard children and staff. They have adapted their safeguarding practices and procedures on reflection of their practice. This ensures there are robust procedures in place. Staff can confidently share signs and symptoms of abuse. They know where to go to access further advice and support. They know what to do if they have concerns about a colleague or if an allegation is made. Leaders and managers work closely with the local authority designated safeguarding officer. They have effective systems in place for the recruitment, vetting and ongoing suitability of staff. The setting is safe and secure.

What does the setting need to do to improve?

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

- ensure staff use information about children's home languages to support children to settle in more effectively
- focus staff training more precisely on finding out about the needs and interests of babies to support them to make the best possible progress.

Setting details

Unique reference number	EY489061
Local authority	Kent
Inspection number	10276740
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	30
Number of children on roll	45
Name of registered person	Rainbow Nursery Partnership
Registered person unique reference number	RP518836
Telephone number	01892 517215
Date of previous inspection	31 July 2017

Information about this early years setting

Rainbow Nursery registered in 2015. It operates from the Tunbridge Wells Sports Centre, in Tunbridge Wells, Kent. The nursery opens all year round, from 7.30am until 6.30pm, on Monday to Friday. The nursery employs 11 staff, 9 of whom hold qualifications to level 3 or above, including one member of staff who holds early years professional status. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Salisbury

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.
- We carried out this inspection as a result of a risk assessment, following information we received about 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 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 spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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