

Inspection of Rainbow Wood Day Nursery

60-61 Roman Way Industrial Estate, Ribbleton, PRESTON PR2 5BE

Inspection date:

28 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Since the last inspection, leaders have taken some action to make improvements to the quality of care and education. However, this remains variable. Leaders have not ensured that all staff consistently implement the curriculum to support children's learning. For example, some staff do not always allow children the time to think and respond to questions they ask. Therefore, this does not always support children with their growing vocabulary. Furthermore, staff are not always deployed effectively across the setting to ensure that children receive a consistently good quality of education. On the day of the inspection, at times, the minimum qualification ratios of adults working with children was not consistently met. While staff meet the care needs of children, they do not always meet children's learning needs. At times, staff do not support children to develop good levels of engagement in group activities. In addition, leaders do not ensure that staff consistently implement the setting's hygiene procedures to promote children's health.

Despite the weaknesses, once there are adequate numbers of staff, children enjoy a range of experiences. Staff encourage children to smell scented dough as they roll and squeeze it, strengthening their hand muscles. Babies explore flour in a tray. They giggle as staff clap their hands and the flour goes up into the air. Children start to develop their independence as they choose which activities to join in with. Children are provided with cuddles and reassurance by supportive staff. Older children relish in the opportunity to help their friends. They help each other to build a 'police station' with sponge bricks. Children show care as they remind their friends to wear safety goggles so they do not get hurt while they build the walls. Younger children work together to build towers and laugh as the tower topples over. Children have formed loving bonds with their key person and each other.

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

- Leaders have taken some steps to improve the supervision and training of the staff team. This has resulted in some improvements to practice. However, these systems are still in their infancy. Therefore, staff do not always implement the curriculum effectively, and the quality of teaching is not always to a consistently good level. Despite this, leaders show a genuine commitment to improving the quality of the care and education they provide. For example, they have improved systems for how they use additional funding to ensure it has a positive impact on children's development.
- Staff do not always support children's concentration or involvement during planned activities, such as group story time. Staff sometimes interrupt stories before the end. Furthermore, noise levels make it difficult for some children to

concentrate and listen. Consequently, at times, children lose interest and do not remain focused on their learning.

- Staff do not consistently follow the nursery's hygiene procedures. For example, not all staff wash their hands after wiping children's noses. This increases the risk of cross-infection and does not ensure that children's good health is supported at all times. However, some health and hygiene practices are in place. Staff encourage children to wash their hands before eating. Children pretend to wash their hands when they are playing in the role-play kitchen. Staff notice this and sing the 'handwashing' song.
- Staff support children's mathematical development through daily activities. They draw around children's feet with chalk and introduce language, such as 'bigger' and 'smaller', as children compare the size of their feet. As babies build towers, staff count each block as they stack them. Children are gaining an understanding of early mathematical concepts.
- Staff provide opportunities for children to learn about nature and growth. Children use their strength to fill up watering cans and independently water herbs and fruit they have planted. Staff encourage children to observe how much the stems have grown. Children notice spider webs outside. Staff sing 'Incey wincey spider' as children admire the web. These experiences help children to develop a love of the natural world.
- Children have many opportunities to express their creativity and imagination skills. They make 'pizza' with play dough for staff. Children find bowls and pencils and create their own drums. They proudly march around the room as they play their new instruments. Staff skilfully extend these experiences by singing along to the tune. Younger children delight in activities where they dance and sing songs. These opportunities help children to develop their confidence and communication skills.
- Partnerships with parents are positive. Parents praise the improvements in communication between the nursery and home since the last inspection. They appreciate the information they receive about their children's progress and care needs. Parents describe the staff as 'friendly' and 'supportive'. They state that their children have 'come on leaps and bounds' in their development.

Safeguarding

The arrangements for safeguarding are effective.

All staff access regular safeguarding training to ensure their knowledge is current. Staff demonstrate a good awareness of the signs that may indicate a child is at risk of harm and understand the procedures to follow to report any concerns, both within the setting and through external agencies. Recruitment procedures are in place to ensure that all staff are suitable to work with children and that staff are clear about the steps to take should they have any concerns about the conduct of a colleague. Leaders have implemented procedures to ensure the premises are safe. Children demonstrate an understanding of how to keep themselves safe. For example, as they play in the role-play kitchen, they remind their friends that the oven is hot.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the qualification requirements for the adults working with children are consistently met, and ensure that staff are deployed effectively to meet the learning and development needs of all children	19/07/2023
ensure that all staff follow consistent hygiene practices to promote children's good health and to prevent the spread of infection.	19/07/2023

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

- strengthen staff's knowledge of the curriculum intent so that they are able to implement this consistently
- review the organisation of group activities to support all children to remain focused and engaged in their learning.

Setting details

Unique reference number	EY536975
Local authority	Lancashire
Inspection number	10283012
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	0 to 4
Total number of places	68
Number of children on roll	63
Name of registered person	Rainbow Wood Day Nursery Ltd
Registered person unique reference number	RP536974
Telephone number	01772 797593
Date of previous inspection	28 February 2023

Information about this early years setting

Rainbow Wood Day Nursery registered in 2016 and is situated in Ribbleson, Preston. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- Staff talked to the inspector about how they plan activities and what they do to support children's learning and development. They also explained the procedures they follow to keep children safe.
- The manager talked to the inspector about their curriculum and what they want children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Face-to-face discussions were held with parents to gather their views.
- Children and staff spoke with the inspector during the inspection.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The manager and the inspector carried out a joint observation in pre school.

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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