

Inspection of Rainbow Day Nursery

Love Road, Lowestoft, Suffolk NR32 2NY

Inspection date:

5 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

Good

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in practice that hinder staff's ability to ensure that all children have consistently good-quality care and learning experiences. Despite this, children arrive happily and are welcomed by warm and friendly staff. They particularly enjoy their time in the inviting outdoor environment. Older children learn about life cycles as they look at tadpoles with magnifying glasses. They laugh with their friends as they engage in ring games with enthusiastic staff.

The quality of children's experiences throughout the day can differ. Staff have formed close personal relationships with children and are aware of their individual needs and interests. Children with special educational needs and/or disabilities (SEND) have dedicated time with adults to support their learning and development. However, young children often disengage from activities and are left wandering around and unsure of what to do.

Older children demonstrate highly positive attitudes to learning and show curiosity when exploring their stimulating environment. Leaders and managers value the importance of child-led play and encourage children to freely explore, making their own choices about what they want to learn. Children are learning to be increasingly independent. They skilfully pour their own drinks at mealtimes and attend to handwashing and toileting independently. Older children expertly use scissors when engaging in a craft activity with staff.

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

- Staff deployment is not always effective, particularly with regard to younger children's development. When staff are unable to spend time with their key children, poor communication with other staff means that the younger children do not get consistent experiences, particularly those who require extra support. Furthermore, on occasion, sleeping children are left for periods of time unchecked because covering staff do not consistently follow nursery policies.
- Children's communication and language skills are well supported. Staff read stories to children in a way that excites them. Staff use simple sign language and allow children time to share their own thoughts and ideas. Children are encouraged to recall their own previous experiences to extend their thinking. Staff robustly follow the nursery routines for young children, such as for nappy changes. However, as a result of this, children are not provided with warning when these changes in routine occur. This takes them away from activities they are engaged in and enjoying, such as story time.
- Older children behave well and learn to resolve their own conflicts. They show high levels of respect for each other. Older children confidently use timers to support them with turn-taking and sharing. This helps them to learn the skills

needed to prepare them for future success.

- Leaders and managers have implemented effective methods to support staff's well-being. Staff report that they feel well supported by leaders and managers. They are confident in sharing any worries or concerns about their workload. Staff report that they feel valued and have opportunities to share their own ideas. They highlight the sense of teamwork across the nursery.
- Leaders and managers have effective systems in place to observe and assess older children's development. Staff proudly share the progress children have made since starting and discuss how they are supported with the children's next steps in learning. Staff who support older children regularly reflect each day about the care and education they provide their children.
- Staff have formed wonderful relationships with parents. Parents state that they feel incredibly well supported by staff. They describe them as 'friendly' and 'helpful' and explain that the setting is an extension of their own family. Parents regularly attend workshops held by the nursery to broaden their understanding of wider topics, such as promoting early communication skills. This helps to support children's learning at home.
- Leaders and managers prioritise working with other professionals. They work closely with their local community to offer their own food bank and have created their own clothing swap station for parents to access. Children benefit from outings, such as visiting the local care home and church. This helps to broaden their understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding of how to keep children safe. They confidently explain how to record concerns and how to report these concerns to external professionals. Staff identify the signs and symptoms of abuse, including radicalisation and county lines. Staff demonstrate a firm understanding of the appropriate action they would take if they were concerned about the conduct of a colleague. Leaders and managers ensure that staff receive regular training. They work in partnership with community social workers to provide wider training for staff. Leaders and managers regularly quiz staff's safeguarding knowledge during staff meetings to ensure that it remains up to date and relevant.

What does the setting need to do to improve?

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

	Due date
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ensure staff are deployed effectively to meet the individual needs of the youngest children, and in particular those who require extra support	04/08/2023
provide staff with appropriate training, support and guidance to raise the overall standard of teaching to offer good quality learning experiences for all children.	04/08/2023

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

- review the organisation of routine tasks so that children can complete activities to their satisfaction.

Setting details

Unique reference number	EY494119
Local authority	Suffolk
Inspection number	10289167
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	1 to 4
Total number of places	48
Number of children on roll	119
Name of registered person	Rainbow Day Nursery Limited
Registered person unique reference number	RP535442
Telephone number	01502 585400
Date of previous inspection	14 November 2017

Information about this early years setting

Rainbow Day Nursery registered in 2015. It is situated in Lowestoft, Suffolk. The nursery employs 22 members of childcare staff. Of these, 20 members of staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week over Christmas. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Todd

Inspection activities

- This was the first routine inspection the nursery 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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