

Inspection of Rainbow Nursery

84 Little London, Long Sutton, Spalding, Lincolnshire PE12 9LF

Inspection date: 21 August 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 show positive relationships with staff. For example, children in the baby room smile at staff when they hide behind scarves and play a game of peekaboo with them. Children are supported to develop an understanding of staff's behavioural expectations. For example, staff model being polite to encourage children to copy. Children are asked to take turns with their peers, for example, when they spoon crushed fruit into trays to make fruit lollies.

Children are supported to develop their physical skills. Children in the baby room are given time and encouragement by staff to hold onto a low-level banister when they walk down steps in the garden. Staff supervise them closely and offer a helping hand to promote their safety. Children in the pre-school room are provided with opportunities to develop their large arm movements. For example, staff show them how to use chalk on a large blackboard to make marks. Children in the toddler room have opportunities to develop their imagination. For example, in the role-play area, staff show and talk to children about how to care for a doll. Children use objects to represent food and pretend to eat them from a toy spoon.

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

- Staff help children to develop their self-care skills and independence. This helps children learn skills for the future. For example, staff in the baby room encourage children to drink from an open cup in preparation for their move into the toddler room. In the pre-school room, staff support and encourage children to open their food packaging at lunchtime.
- When children first start attending, staff find out about children's prior learning from parents. They use this information to help establish starting points in children's learning. Thereafter, they use observations and assessments to plan for children's progress.
- Children are excited to join staff for adult-led activities. However, sometimes, staff in the pre-school room do not adapt their interactions to meet children's individual abilities when they implement activities. This means that some children are not able to learn as much as possible.
- Due to the impact of the COVID-19 pandemic, the manager identified there were gaps in some children's speech and language development. So, the manager and staff focus their support on this aspect of learning. This is to help close gaps in some children's learning. For example, staff in the baby room sing nursery rhymes to children and name objects they play with. Children in the toddler room use toy phones and hold conversations with staff. In the pre-school room, children are asked a variety of questions to encourage their thinking skills.
- Staff promote children's emotional well-being when they face changes in their lives. For example, when children are anxious about moving on to school, staff

help them to understand and manage their feelings and emotions. The manager invites teachers from schools to visit children in the nursery before they move on. This helps them to become familiar with the adult who will be caring for them.

- The manager and staff share information about children's development with teachers when children move on to school. However, staff do not offer all parents ideas about how they can continue to support their children's learning at home. This will provide children with more consistency between home and the nursery.
- Staff help children to learn about healthy foods and how they contribute to a nutritious diet. For example, staff help children to develop their knowledge of how fruit grows, such as strawberries and bananas. Children help staff to grow potatoes in the nursery garden. Staff offer children healthy snacks and drinks.
- Staff say that they feel supported by the manager with their well-being. They attend supervision and staff meetings to reflect on their practice. Staff attend training courses that help to extend their knowledge of how to support children's communication skills.
- Children are encouraged to follow the rules in the nursery. This includes tidying away toys when staff ask them. For example, staff give children in the toddler room specific toys to put away. Children are keen to help, giving them a sense of responsibility for caring for the environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff carry out safety checks in the environment. This helps them to identify and remove any identified hazards, promoting a safe environment for children to play in. Staff use safety equipment, such as gates, to stop children in the baby and toddler rooms from accessing areas in the building unaccompanied. Some staff attend training courses to extend their knowledge of how to promote children's safety when they sleep. The manager and staff understand how to identify and report any potential concerns about children's safety. This includes being able to recognise if children are being drawn into extreme views.

What does the setting need to do to improve?

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

- support staff in the pre-school room to adapt their interactions during planned activities to meet the individual learning needs of the children who take part
- help staff to offer all parents ideas and suggestions about how they can support their children's learning at home.

Setting details

Unique reference number	EY266850
Local authority	Lincolnshire
Inspection number	10300929
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 9
Total number of places	49
Number of children on roll	57
Name of registered person	Rainbow Nursery Committee
Registered person unique reference number	RP910791
Telephone number	01406 364411
Date of previous inspection	8 January 2018

Information about this early years setting

Rainbow Nursery registered in 2003. It is situated in the grounds of University Academy Long Sutton, Long Sutton, Lincolnshire and is run independently from the university. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, eleven at level 3 and two at level 5. The nursery opens from Monday to Friday all year round, apart from two weeks at Christmas and bank holidays. 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

Hayley Ruane

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 the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on 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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