

Inspection of Rainbow Childrens Nursery

Station Road, Worstead, North Walsham, Norfolk NR28 9SA

Inspection date: 7 September 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 are greeted each day by friendly and caring staff, who welcome them into the nursery. Children are happy and settled and have lovely relationships with the staff. Babies contentedly fall asleep in staff's arms as they snuggle in to have their bottles. Staff respond positively when children need reassurance and are actively engaged in children's play. Children play harmoniously together. For example, when playing with a wheeled, ride-on car, children giggle with delight as they cooperate to push each other around the garden. Overall, they develop a positive attitude to learning and confidently lead their own play.

Staff support all children to develop the key skills they need to be ready for school. They encourage children to use cutlery at mealtimes, relevant to their age and stage of development. Children benefit from a varied and nutritious meal each day. The food provided for children is home-made, including home-made bread, and staff cater for children's special dietary needs. Children learn to manage their own hygiene needs, including wiping their noses and disposing of the tissue in the bin. They develop their physical skills in the garden and in the soft-play space indoors. Children become confident communicators and enjoy staff's interactions with them.

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

- Staff are enthusiastic and work well together as part of a friendly and motivated team. The manager implements an effective programme of supervision and appraisal for all staff to manage their performance and foster a culture of mutual support. They encourage and actively support staff's professional development.
- The nursery's management team is effective in driving improvement. Leaders are fully aware of the weaknesses in the nursery. They have a challenging but achievable action plan in place to enable continuous improvement to the quality of teaching.
- Staff are led by what children want to do. They design a curriculum based around children's needs. However, they do not always think well enough about how activities can be extended so that all children are provided with sufficient challenge. Sometimes, staff do not notice when children are not fully engaged in activities.
- Staff do not consistently consider a wide range of activities when planning for the outdoor environment. They do not make the best use of the outdoor play areas to help promote children's early mathematical and reading skills. In addition, they do not make best use of the available resources indoors to encourage children to explore and develop an interest in books and reading.
- Staff know children well. They talk confidently about where children are in their learning and development and what they need to do to support children's continuing progress. Staff are confident to carry through their findings into

planning. Children benefit from interesting resources that promote their natural instincts to discover and explore.

- Staff support children's speech and language development effectively. Children engage in conversations with staff, who actively listen to what they have to say. Staff promote children's thinking skills carefully, asking questions and giving them time to consider and express their own responses. They respond positively to the gestures and babbles of babies.
- Children behave well and develop good friendships with each other. They respond positively to the high expectations from staff. Children initiate interactions with each other and understand the consistent ground rules. Staff are calm and gentle as they remind children of the rules, such as using 'walking feet' indoors.
- Staff are exceptionally caring towards the children. Each child has a named person to take responsibility for ensuring that their care and learning needs are met. Key persons build friendly and trusting relationships with parents and children. Children's transitions between rooms are managed well, supporting children effectively to settle quickly.
- Parents spoken to at the inspection state that they are very happy with the service provided. They describe staff as 'caring and friendly'. Parents report that they are kept well informed about what their children are doing in the nursery and are encouraged to remain involved in their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager demonstrates effective recruitment and selection procedures to help ensure that those working with children are suitable to do so. There is a designated person to take overall responsibility for managing safeguarding concerns, but all staff complete regular training in safeguarding to help ensure that they understand their roles and responsibilities to protect the welfare of children. Staff are aware of the indicators of abuse and know how to report concerns. They know what to do if they have a concern about a colleague.

What does the setting need to do to improve?

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

- develop staff's teaching skills to ensure that children receive consistently good-quality learning and development experiences
- focus more closely on supporting the early literacy and mathematical skills of children who prefer to learn in the outdoor environment
- provide more opportunities for children to develop their interest in books and practise their early reading skills.

Setting details

Unique reference number	EY219253
Local authority	Norfolk
Inspection number	10309137
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	60
Number of children on roll	59
Name of registered person	Rainbows Childrens Nursery Limited
Registered person unique reference number	RP520289
Telephone number	01692 400995
Date of previous inspection	29 August 2018

Information about this early years setting

Rainbow Children's Nursery registered in 2002. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, closing for one week at Christmas. 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

Jacqui Mason

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 staff and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a tour of the setting to help the inspector understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed their self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection.

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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