

# Inspection of The Rainbow Nursery

Sure Start, Watling Street Road, Preston PR2 6TU

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Inspection date: 12 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The ambitious curriculum devised by leaders helps to ensure that children receive a good quality of education. All children, including children with special educational needs and/or disabilities (SEND), make good progress from their starting points. They develop many of the key skills needed for the future and learning at school. Children are expressive and creative learners. They particularly enjoy pretend play which staff facilitate to build on what they already know and can do. For example, children take on the role of a doctor. Staff provide resources such as a stethoscope, and children considerably take care of others. Staff introduce some rich vocabulary, including the words 'pharmacy' and 'medication', as children eagerly listen to hear their heart beating.

Staff provide flexible settling-in sessions which support children to become familiar with the nursery environment. As a result, babies are extremely content and happy when they arrive. Staff take time each day to welcome children. They gather details from parents to equip them with vital information in readiness for the day ahead. This includes meaningful communication about the child's previous evening at home and anything new to be mindful of. Children are emotionally secure. They are becoming resilient as staff provide praise and encourage them to keep on trying. For example, older children take turns to shoot a ball into a hoop. After a few attempts, they eventually succeed. Their beaming smiles show they are proud, and they delight in their achievement.

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

- Children's physical development is supported well by staff. Children are helped to strengthen their small-muscle skills in innovative ways. Children use tweezers to pick up toy spiders from inside a giant 'web'. Younger children explore dough and demonstrate their increasing ability to grip and use tools with confidence. Children also develop their large-muscle skills, for example through yoga sessions. Children balance along outdoor apparatus with agility. Older children are encouraged to build a tall tower. They show coordination and precisely stack the blocks carefully, ensuring that the building does not topple over.
- Leaders ensure that staff access mandatory training and group well-being sessions. Staff also are subscribed to an online learning platform where they can choose from courses that interest them. However, the existing arrangement for staff's professional development is not precisely tailored towards the individual learning needs of staff. This leads to some minor inconsistencies among the staff team, particularly in promoting communication and language. However, leaders have identified this and are in the process of reviewing the training programme.
- Partnership with parents is very positive. Staff work closely with parents to ensure that children's individual needs are known and well met. Parents say that

staff are approachable and friendly and keep them updated. Parents have opportunities to be involved in using an online application. A collaborative approach is adopted, which supports children's progress and care.

- Overall, staff help children to be ready for the next stage in their learning. They plan activities and experiences to motivate children and spark their enthusiasm. Children enjoy looking at books with staff as staff use animated language to maintain their attention. Staff ask questions about the illustrations to involve children in the book. However, staff do not always allow sufficient time for children to respond to the questions they are asked. In addition, sometimes, staff do not check that children have understood an instruction. They use incorrect language and sentence structure when speaking with children. This does not support children to develop excellent communication skills.
- Highly effective links are established with external professionals, including the children's centre and school teachers. This helps staff to work consistently with others involved in supporting children's care and learning. Additional funding is used well to ensure that children and families are physically healthy. For example, money was used to provide fresh fruit to families and promote physical health. This also helped to strengthen awareness of the benefits of preparing healthy meals. This is a priority for the nursery. Children with SEND and those in receipt of funding are supported to make the progress they are capable of.
- Staff are good role models, and they adopt consistent rules and boundaries for children's behaviour. Staff refer to 'golden rules' and sensitively remind children about what is expected. As a result, children are starting to self-regulate their behaviours. Staff provide a five-minute reminder and children know when it is tidy-up time and are prepared for a change in the routine. Children are respectful of the environment. For example, they help staff to sweep up sand, using a dustpan and brush. Children behave very well.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff understand safeguarding procedures. Staff have received mandatory child protection training. This helps staff to keep children safe. Staff are aware of how important it is to report any concerns they have about a child or the behaviour of a colleague. Leaders ensure that suitability checks are carried out for staff. Staff also know to declare if there have been any changes to their suitability. Children's attendance is closely monitored and any failure to attend is acted on swiftly to ensure that children and families are safe. There are security measures in place to keep online information secure. Staff and visitors leave mobile phones and electronic devices in the office. This helps to protect children's privacy.

## What does the setting need to do to improve?

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

- provide staff with more personalised training and incisive feedback to enhance practice to a consistently high level
- help staff to focus more precisely on what leaders intend children to learn, particularly regarding their communication and language development.

## Setting details

<b>Unique reference number</b>	EY495242
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10313331
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Beaumont Childcare Services Ltd
<b>Registered person unique reference number</b>	RP908026
<b>Telephone number</b>	01772 793377
<b>Date of previous inspection</b>	31 July 2018

## Information about this early years setting

The Rainbow Nursery registered in 2015. The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications at level 3, and three members of staff hold appropriate early years qualifications at level 2. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Layla Davies

## 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 nursery.
- The nominated individual took the inspector on a learning walk. They discussed the curriculum and what they want the children to learn.
- The inspector observed the quality of education and assessed the impact on the children's learning.
- Parents and carers shared their views with the inspector.
- The inspector carried out a joint observation with the nominated individual.
- The inspector reviewed evidence of staff's suitability checks and qualifications.
- The inspector held discussions with leaders and staff and spoke with children at appropriate times.

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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