

Inspection of Rainbow Kindergarten Barton

15 Bowmandale, Barton-upon-Humber, South Humberside DN18 5LR

Inspection date: 12 October 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff provide a stimulating and well-planned curriculum to support children's early literacy development. For example, babies enjoy songs and rhymes. Toddlers sit with staff and listen attentively while stories are read to them. Staff put out cushions for pre-school children to sit on before they begin to read. They ask pre-school children if they can remember the name of the book they hold up. Pre-school children shout out 'Shark in the park'. They hold up their hands, eager to answer questions about the characters in the book. Staff ask pre-school children to recognise similarities between words, such as park and dark. They introduce props such as cardboard tubes to represent a telescope from the book. Pre-school children show their understanding of direction. They follow instructions to look up high, to the ground, left, right and all around.

The manager and staff are aware of the impact the COVID-19 pandemic continues to have on some children. For example, boys who struggle to manage and express their feelings and emotions. Staff take small groups of children to the local park. They use their forest school training to help children improve their confidence and resilience. Staff have seen the positive impact of these outings in boys' ability to control their own behaviour. Staff skilfully support children's emotional well-being. They promote their happiness and safety indoors and outside of the nursery.

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

- Staff in the baby room speak passionately about their key-person role. They explain how important it is to them for babies to feel safe and secure in their care. Babies enjoy cuddles and being held by staff. They settle down quickly to sleep on suitable beds, knowing staff are close by to offer sensitive reassurance. Staff form safe attachments with babies that highly supports their emotional security.
- Staff support children's early language development very well. For example, babies babble and progress to the use of single and two words. Toddlers recall events that happen at home, such as how they made a cake for their daddy's birthday. Pre-school children scrunch up material and use their mouth muscles to blow the item into the air. They listen attentively and respond with relevant comments and questions during group interactions.
- Children's learning is built sequentially. For example, babies drink from beakers and progress to open top cups. Toddlers stand on a small step to wash their hands independently. Pre-school children confidently serve their own food and sit with their friends to enjoy the social aspect of mealtimes. Staff at the nursery help children to learn these important personal, social and self-care skills. They prepare children well for their eventual move on to school.
- Children count during songs and stories, also when chopping up a banana for a

healthy snack. Pre-school children name a square, hexagon, triangle and semi-circle, which they link to the shape of the moon. Staff offer repeated meaningful and varied experiences for all children to enhance their mathematical learning, outside and indoors.

- There is excellent support for children with special educational needs and/or disabilities, or those on the pathway to diagnosis. Children join a large group of their peers during story time who have been reluctant to do so in the past. The manager, staff and special educational needs coordinator provide targeted support to help ensure that children make the best progress they can. They work closely with a wide range of professionals, including teachers from the local school, other agencies and parents. This helps to ensure that children's individual needs are continuously met.
- Staff help parents to support and extend their child's learning. For instance, they offer a book gifting programme to encourage a love of reading at home. Staff inform parents of current learning themes, such as autumn. Parents collect and bring in items from nature walks with their children. Staff provide parents with ideas for activities that can be continued at home.
- The manager and staff complete regular training that highly benefits children. The manager carries out regular supervision meetings. Staff report that they feel fully supported in their role. Funding is used well to enhance children's individual learning. The manager carries out observations of staff's practice. However, she acknowledges that more precise feedback is needed to help continually improve the quality of teaching to benefit children further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of the possible signs and symptoms of abuse. They know what to do if they have a concern about a child's welfare. Staff have a good awareness of other safeguarding concerns, such as county lines and domestic abuse. There are robust recruitment and vetting procedures in place to ensure that staff are suitable to work with children. The manager and staff are aware of other professionals that can support the whole family when needed, for example the early help service. Staff provide a fully inclusive service and recognise the uniqueness of all families that they work with.

What does the setting need to do to improve?

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

- strengthen existing arrangements and provide more precise evaluations of staff's teaching practice to benefit children further.

Setting details

Unique reference number	EY290503
Local authority	North Lincolnshire
Inspection number	10261304
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	1 to 4
Total number of places	45
Number of children on roll	76
Name of registered person	Rainbow Kindergarten Limited
Registered person unique reference number	RP529617
Telephone number	01652 660 362
Date of previous inspection	14 October 2022

Information about this early years setting

Rainbow Kindergarten Barton registered in 2004. It opens from 7.30am until 6pm, Monday to Friday, all year round, apart from public holidays and a week at Christmas. There are 16 childcare staff employed at the nursery, 15 of whom hold a recognised childcare qualification at level 2 or above, including two who hold early years professional status. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the staff 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023