

Inspection of Rainbows Day Nursery Ltd

Rainbow Children's Centre, St. Marys C of E Primary School, Stoney Lane,
KIDDERMINSTER, Worcestershire DY10 2LX

Inspection date: 20 October 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 happily enter the nursery and quickly settle into the familiar routines of the day. Staff greet children with warmth and kindness, which helps them to feel safe and secure. Leaders design a tailored settling-in process that means all children's needs are catered for. For example, children can have as many sessions as they need and parents can stay with them if they want to. As a result, families feel well supported and strong, trusting relationships are formed early in the children's nursery journey.

Staff encourage children to be independent from an early age. They support children to put on their waterproof clothes to go outside and enjoy the fresh air in all weathers. Children delight in splashing in big puddles. They explore the different textures inside pumpkins, and staff teach children to count the seeds. They ask questions that extend the children's knowledge of size and capacity as they scoop and empty water. There is a strong focus on supporting children's communication and language. Children show a love of books and staff make good use of songs to encourage language. Children learn about democracy as they vote on which book they would like to read next. Staff speak clearly, role model new words and repeat phrases. This allows children to copy and practise new vocabulary. Consequently, children develop into confident communicators.

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

- Leaders are passionate about supporting the local community they serve. They are highly tuned into the needs of the families they care for. They use this knowledge to plan a rich and broad curriculum that gives children the vital skills they need for their future. This includes nature walks, park trips and regular outings into the local area. Consequently, children develop physical stamina and learn about road safety and the importance of daily outdoor play.
- Staff plan precisely for their key children, and they focus on the children's next steps and interests. Therefore, the majority of children engage in activities for a long time and show a keenness to know more. Most children confidently move around the space and choose what activities they would like to use next. However, there are times when quieter, less confident children do not receive enough support and interaction from staff to help them to engage fully in learning. As a result, not all children make rapid progress in their development.
- Parent partnership working is strong. Leaders are keen to bring families into the nursery. They plan regular stay-and-play sessions where parents and carers can join in with activities. This allows staff to share progress updates and form relationships with families. Staff share ideas on how parents can continue learning at home. This helps to consolidate children's learning between home and nursery.

- Children generally behave well. Staff gently remind children to walk indoors and use manners at mealtimes. They use actions and signing to support younger children or those who speak English as an additional language. Staff are very attentive when children display any unwanted behaviour. For example, they quickly remind children to sit down if they stand up when eating, and not to kneel on their chairs. However, they do not consistently provide children with an explanation so they can begin to understand the reason why some behaviour is not appropriate.
- Supporting the good health of children is given the utmost priority. Teaching of oral hygiene is excellent. All children practise cleaning their teeth at least once during the day. Staff teach children the correct technique, and they sing a song to help them understand the importance of visiting the dentist regularly. They also provide equipment and information for children to take home. As a result, children are building healthy habits for their future.
- Children thoroughly enjoy their time in the nursery. All children are happy and settled. Staff recognise that children with special educational needs and/or disabilities might need extra support. They effectively deploy themselves to meet their needs and adapt the environment specifically for these children. Staff work well as a team, and they say they feel well supported by leaders. This helps them to feel valued and improves staff morale.

Safeguarding

The arrangements for safeguarding are effective.

The manager, deputy manager and staff fully understand their role and responsibility to safeguard children. Staff know the signs to look for if they are concerned about a child's welfare. The manager and staff know the procedure to follow if they are worried about a child. They know who to contact if an allegation is made against a member of staff. Staff complete regular risk assessments of the learning environment. They count children in and out of rooms and effectively deploy themselves to keep children safe. The leaders follow robust recruitment procedures and assess the ongoing suitability of staff. This helps to keep children safe.

What does the setting need to do to improve?

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

- provide children with an explanation about why some behaviour is not acceptable, so that they develop a greater understanding of how and why to behave appropriately
- develop further the interactions between staff and children who are quiet or less confident, to encourage them to participate in activities and make the best possible progress.

Setting details

Unique reference number	EY453698
Local authority	Worcestershire
Inspection number	10289516
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 5
Total number of places	38
Number of children on roll	41
Name of registered person	Rainbows Day Nursery Limited
Registered person unique reference number	RP902550
Telephone number	01562 740334
Date of previous inspection	28 November 2017

Information about this early years setting

Rainbows Day Nursery Ltd registered in 2012 and is based within St Mary's Primary School in Kidderminster, Worcestershire. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the nursery manager. The nursery operates all year round. Sessions are available Monday to Friday from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Rudge

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 provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 a joint observation of a communication and language activity with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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