

Inspection of Rainbow Day Nursery

19 Craven Road, Reading, Berkshire RG1 5LE

Inspection date: 22 November 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 Good

What is it like to attend this early years setting?

The provision is good

Friendly staff effectively promote children's confidence to grow in this supportive environment. Staff have established good relationships with the children. They are nurturing and support learning well. Children show positive attitudes to their learning. Overall, children behave well. Expectations, including 'the golden rules', are displayed, and children are reminded of them. Children enjoy the opportunities they have to play and exercise in the fresh air. While outdoors, they also learn about nature. They negotiate obstacles, build, use chalk to make marks and develop their friendships with others.

Staff provide an interesting and fun curriculum to support children's early communication skills. For example, babies enjoy songs and rhymes. Toddlers and pre-school children sit with staff and listen attentively while stories are read to them. Staff ask older children if they can remember their previous learning about the role of the author and illustrators. Children clearly demonstrate a love of books and are eager to recite one of the nursery's core books they have collectively voted to listen to. Pre-school children show good levels of attention, enjoyment and understanding of the character 'Pete the Cat'. They listen and respond with relevant comments and questions during group time. All children make good progress in their development, including those with additional needs.

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

- Leaders' ambition for children aims to ensure all children get the foundations they need to do well in the future. Leaders provide a strong leadership to a team of skilled and committed staff who are passionate about making continual improvements within the nursery. Staff plan activities that build on what children know and can do. They have a good understanding of how young children learn. This helps to ensure that the curriculum is well suited to the individual age and stage of development.
- Staff expose children to a language-rich environment. They take time to model language appropriately. Children who speak English as an additional language are successfully supported. Staff help parents to support and extend their child's learning. For instance, they offer a book lending library programme to encourage a love of reading at home.
- Overall, children behave well and learn to share, take turns and respect others, with support. Children are polite and helpful. However, at times, staff do not give children the explanation they need to fully understand the behavioural expectations.
- Staff plan around the children's interests and children confidently explore a range of media and resources. However, some areas of learning are not as strong as others. For example, although children have opportunities to be

imaginative, this area does not fully maximise children's curiosity and, on occasion during some activities, play is interrupted.

- Children make choices throughout the day. Older children choose to practise mark marking and develop muscle strength for early writing. Babies enjoy exploring paint and a range of tools, such as chunky paintbrushes, sponges and cotton wool, to make patterns.
- Staff help children to be ready for school. They support children's independence and social skills through daily routines and activities. Children have many opportunities to carry out tasks for themselves. For example, they wipe their noses, wash their hands and look in the mirror to clean their faces after lunch.
- Partnerships with parents are good. Parents value the regular exchange of information. Leaders successfully act on the views of parents, gathered in feedback surveys. Parents particularly enjoy the scheduled evenings where staff share more about children's learning and development. Staff effectively liaise with other professionals working with children to provide a consistent approach to the support the children receive.
- All staff complete regular training that benefits the children in their care. New staff receive a robust induction so that they understand their roles and responsibilities. The manager carries out regular supervision and appraisal meetings. Staff report that they feel fully supported in their role and value the continuous professional development they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a strong safeguarding culture within the setting. They ensure that effective ratios, safe recruitment and vetting procedures are followed. This helps to ensure children's safety and that staff continue to be suitable to work with children. Staff complete a range of safeguarding refresher courses. They demonstrate a secure knowledge of the possible signs of abuse and know what to do if they have a concern about a child's welfare. Staff have an appropriate awareness of other safeguarding issues, such as county lines and domestic abuse.

What does the setting need to do to improve?

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

- build on the behaviour strategies that are already in place to ensure staff manage children's behaviour appropriately and help younger children understand more about the effect their actions have on others
- enhance opportunities for children to develop curiosity, imagination and maintain their exploration during play.

Setting details

Unique reference number	EY221842
Local authority	Reading
Inspection number	10318715
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	59
Number of children on roll	94
Name of registered person	Royal Berkshire NHS Foundation Trust
Registered person unique reference number	RP903349
Telephone number	0118 322 7112
Date of previous inspection	30 May 2018

Information about this early years setting

Rainbow Day Nursery registered in 1999 and is located in Reading. The nursery provides day care for children of parents who are employees of the Royal Berkshire NHS Foundation Trust. The nursery is open Monday to Friday, from 6.45am until 6pm, for most of the year. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are 16 staff working with the children, of whom 13 hold recognised childcare qualifications at level 2 and level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 setting and has taken this into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children 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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