

Inspection of Rainbows Day Nursery

The Pavilion, White Knobs Way, Caterham, Surrey CR3 6RH

Inspection date: 4 December 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

Children happily arrive at the setting and are excited to start their day. Staff welcome children into the setting and give them time to settle at the activities they have organised. Babies explore play food items, and staff introduce new words to them, such as 'broccoli'. Staff are responsive to babies and provide comfort and reassurance to help them feel secure. Staff encourage older children to tidy up after themselves. For example, children wash up their cups and plates after lunchtime. Staff remind children to clear up any spillages so that they don't slip over. This helps children recognise and manage risk.

Children benefit from a range of opportunities to be physically active and play outdoors. For example, staff take children out on walks around the park that is opposite the setting. Children take magnifying glasses with them and talk about the bugs they think they might find. Babies join older children on their outings. Younger children play games outside, such as 'What's the time, Mr Wolf?' Staff support children to learn the rules of group games and encourage them to take turns. As a result, younger children are beginning to show respect for each other.

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

- Since the last inspection, the manager has worked hard to make the necessary improvements. She engages with the local authority and has undertaken audits of the environment to help identify ways to adapt things to support children's development. Staff have updated their health and safety training.
- Staff report that they feel very supported in their roles. They have regular supervision sessions, where they discuss any concerns they may have and whether they have identified any training they wish to do. Newly recruited staff have a thorough induction and feel supported by the whole team.
- The manager is clear about what children need to learn and how staff should be teaching children. For example, the curriculum is designed to support children to develop the skills they require for their future learning. Babies are growing in confidence, and staff support them to develop their physical skills. Younger children learn the social skills they need for the future and how to play together. Older children are confident communicators and extremely independent.
- Staff follow children's interests when planning activities. For example, staff make salt dough with children who want to make Christmas decorations. Children take turns to measure out the ingredients and mix them together. They engage in conversation about similar activities they have done at home. Staff do not always recognise children's emerging interests during activities in order to extend their communication and learning further.
- Older children practise using tongs to pick up small craft items such as pom-poms. They concentrate and persevere until they succeed. This helps promote

children's fine motor development in preparation for early writing.

- Staff provide a variety of opportunities for children to be independent. For example, children put their own coats on before going outside. At mealtimes, children serve themselves their lunch and scrape their plates when they have finished. However, transitions are not organised well and can interrupt children's play. This has an impact on children's learning and how engaged they are during these times.
- Children with special education needs and/or disabilities (SEND) are supported well. The manager liaises with external agencies to ensure they provide the right level of support for all children. She ensures referrals to other agencies are made promptly. As a result, children with SEND are making good progress.
- Parents are happy with the care their children receive. They know what their children are learning and how they can support their children's learning at home. Parents report that they see their children practising new skills at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands how to respond to concerns raised about children. She understands how to refer any safeguarding concerns to the local safeguarding partners. Staff know how to identify signs that may indicate a child is at risk of harm, including signs of extremism. The designated lead knows how to respond if an allegation is made against someone working with children. Staff make risk assessments of the environment and activities to ensure they are safe for children. Staff support children to assess risks in their own play.

What does the setting need to do to improve?

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

- strengthen staff knowledge of how children learn to help them recognise children's emerging interests in order to build on what they already know
- improve the organisation of transition times, including lunchtime, to minimise interruptions to children's learning.

Setting details

Unique reference number	EY457163
Local authority	Surrey
Inspection number	10271380
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Rainbows Nursery (Caterham) Limited
Registered person unique reference number	RP532233
Telephone number	01883 330 335
Date of previous inspection	20 December 2022

Information about this early years setting

Rainbows Day Nursery registered in 2013 and operates from a sports pavilion in Caterham, Surrey. The setting opens each weekday, from 8am to 6pm, all year round. It provides funded early years education for two-, three- and four-year-old children. The setting employs eight staff, four of whom hold an appropriate early years qualification.

Information about this inspection

Inspector
Pippa Clark

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.
- The inspector carried out joint observations of group activities with the manager.
- The manager provided the inspector with a sample of key documentation, including written feedback from parents.

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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