

Inspection of Rainbows Day Nursery

The Parish Room English Martyrs Church, 37 Frindsbury Road, Strood, Kent ME2 4JA

Inspection date: 29 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily enter this inviting nursery. They leave their parents and carers with ease and settle into the well-embedded routines of the day. Staff know the children well. The information and knowledge about each child feeds into the well-sequenced curriculum. This focuses on children's language, personal, social and emotional development. For example, to promote children's language, at home and at the nursery, they have developed a lending library. Children enjoy taking books home to share with their parents.

Staff think carefully about the environment and the range of learning experiences that they provide. Children enjoy exploring sensory activities. For example, they investigate resources such as oats as they use their hands and tools to fill and empty containers. This is further developed as children add various herbs to the mix and use all their senses. All children, including children with special educational needs and/or disabilities, make good progress from their starting points.

Children learn the rules and expectations of their behaviour. The skilled staff are on hand to provide support. For instance, when there are disputes about the popular cars in the outside area, staff guide the children to use sand timers to encourage sharing and turn-taking. Children then independently use these on their own, communicating with others about it being their turn.

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

- The manager is ambitious. She is driven to ensure that the nursery is continuously improving. She ensures that staff have the training they need to support them in their roles. The manager has constructed a curriculum that considers the children's needs and interests. It is fully understood by all staff. They are keen for children to leave the setting equipped to take on their next stage of learning and to be ready for life in modern Britain.
- Overall, staff work effectively to develop children's communication skills. Staff use phrases from well-loved books to extend children's role play. For instance, in the garden when children are constructing, staff narrate alongside the children saying, 'I'll huff and I'll puff, and I'll blow your house down'. Children show their understanding by repeating other phrases and extending their role play. However, staff do not use questioning techniques effectively. For example, they sometimes ask children questions that only need a 'yes' or 'no' answer, which does not encourage children to expand their thinking or use their developing language.
- Children are taught about how to stay safe when outside of the nursery. For example, children go on trips to the local library, but also learn the skills needed to keep safe when walking near roads. Furthermore, the nursery educates

children and parents about the risks online. For instance, the children take part in internet safety week where they explore activities that teach them how to respond to concerns when online.

- Staff are very effective in promoting equality. Resources and books represent the different ethnicities of the children in the nursery. Furthermore, children are encouraged to talk about their families and home lives. A family tree with photos from home supports children's conversations. This helps them to respect their differences and similarities to others.
- There are good partnerships established with parents. Parents are invited into the nursery for stay-and-play sessions. This encourages relationships between parents and their child's key person. Regular discussions about children's learning and development support staff and parents in identifying the next steps for children. All children have a key person. Staff understand the importance of this role in helping children feel safe and secure.
- Staff encourage children to put their own coats on and to pour their own drinks at snack time. However, staff do not consistently support children's independence at other times during the day. For example, children do not take responsibility for tidying up after themselves. Staff take on this role and tidy around them. Furthermore, older children who are capable of seeing to their own care needs are not encouraged to do this independently.
- The knowledgeable special educational needs coordinator ensures that any gaps in development are discussed with parents and that referrals are put into place quickly. She understands the support that is there for children and ensures that staff understand each child's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to address minor inconsistencies in the methods used to fully extend children's communication and language development
- support staff to recognise when to encourage children to do things for themselves, to further enhance their independence and self-help skills.

Setting details

Unique reference number	2647197
Local authority	Medway
Inspection number	10305288
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	2 to 4
Total number of places	30
Number of children on roll	48
Name of registered person	Rainbows Day Nurseries Ltd
Registered person unique reference number	2647195
Telephone number	07904744842
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2021 and is located in Strood, Kent. The setting operates from a church building. The provider offers care from Monday to Friday, 7.30am to 6.30pm, all year round. There are seven members of staff, six of whom hold qualifications at level 2 and above. The provider receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- This was the first routine inspection the provider 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 spoke to several parents 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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