

# Inspection of Rainbows Day Nursery

Mauldeth Hotel, Kingsway, Manchester M19 1BB

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Inspection date: 14 March 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Leaders have put risk assessments in place, but these are not always fully effective in minimising all risks to children. However, once risks are identified, such as railings which can be climbed onto by children in the pre-school room, leaders take action to ensure the environment is safe for children to play in. Leaders have put strategies in place to support staff to manage more challenging aspects of children's behaviour. Although these strategies are not fully embedded, most children understand staff's expectations of them. For example, children say 'please' and 'thank you' and notice when staff stand and begin to sing to gain their attention. Overall, children enjoy their play and learning. Staff plan interesting and engaging activities, and children make progress towards the next stage of their education.

Staff promote children's language skills and include this as key teaching in all activities. They adapt songs to include new vocabulary and rhymes for babies. Children enjoy books and sit on staff's laps to snuggle in for stories. Children enjoy mark making in outdoor areas as staff converse with them about their chalk drawings. Children gain confidence in their communication skills. They chat to visitors about their day. Babies settle well and feel safe in the care of their key staff.

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

- Leaders demonstrate positive attitudes towards reflecting on the quality of the provision and staff's practice. They frequently seek out the views of parents and staff. Leaders make positive changes to benefit children. However, occasionally, their evaluations are inaccurate. For instance, at times, risk assessments do not always fully inform staff practice in order to minimise risk to children.
- Leaders source training opportunities to promote staff's professional development. However, further support is required to develop the skills that staff need most. For example, staff have not fully implemented effective strategies to manage all children's behaviour. Staff help children to learn the language of feelings and to understand their emotions. However, they do not help them well enough to learn how their behaviour affects others. Consequently, children do not always get the most learning from their play as staff intend.
- Staff discuss colour and shape with children, and they learn basic mathematical concepts through interesting activities. However, staff do not routinely support older children to learn about number through their play. Therefore, staff are not always enhancing children's early numerical understanding.
- Babies' learning is well considered. They benefit from the repetition of activities and key themes that staff revisit to help embed their learning. Staff understand how to promote babies' safety well, particularly around key times such as

sleeping and eating. Babies make good progress in their development as they learn and practise new skills.

- Staff promote children's physical development well. They teach children specific skills, such as to jump and climb in the soft-play area. Staff plan activities to promote children's fine motor control in preparation for early writing. Children develop strength and control in their large and small muscles as they build on their physical skills.
- Staff work hard to support children with special educational needs and/or disabilities. They implement timely interventions and work alongside other professionals to meet children's individual needs. Leaders liaise with the local authority to offer support to families who are facing personal challenges. Children make progress from their starting points.
- Staff support children and families who speak English as an additional language. They use a variety of approaches to enable effective communication with all parents. Leaders work hard to build supportive relationships with parents and view this as a key focus. This helps to promote consistency in children's learning and development.
- Staff prioritise teaching children about how they are each unique. For example, children make play dough faces that represent different skin tones. Children learn about different festivals celebrated by their friends. Children begin to learn about life in modern Britain.
- Staff teach children about healthy lifestyles and to develop independence skills. Young children learn about brushing their teeth. Older children learn about limiting their screen time and about keeping themselves safe online. Staff encourage children to do tasks for themselves, such as hanging up their coats and pouring their own drinks. Children learn key skills for life.

## 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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that risk assessments of the premises are frequently reviewed to effectively identify and minimise all risks to children.	28/03/2024

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

- support staff to implement consistent strategies to manage children's behaviour and to teach them how their behaviour affects others
- enhance the curriculum for mathematics, particularly around children's understanding of number.

## Setting details

<b>Unique reference number</b>	EY536172
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10312007
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	100
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Rainbows Day Nursery Manchester Ltd
<b>Registered person unique reference number</b>	RP536171
<b>Telephone number</b>	0161 248 4004
<b>Date of previous inspection</b>	17 April 2018

## Information about this early years setting

Rainbows Day Nursery registered in 2016 and is situated in Burnage, Manchester. The nursery is open from Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate qualifications at level 3, and the manager holds an appropriate qualification at level 5. The nursery provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Johnson

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 talked to staff and parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector relevant documentation to demonstrate the suitability of staff.

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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