

Inspection of Little Rainbows Nursery

16 Wooley Street, Wallsend NE28 6HB

Inspection date: 28 March 2024

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

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to identify and address significant weaknesses in practice. The curriculum is not effective. It does not support children to make good progress. Staff do not have a clear understanding of what they want children to learn. Assessments are not accurate and staff have low expectations of what all children can achieve. Teaching does not help children to build on what they know and can do. Some parts of the nursery day are mundane and activities do not meet children's needs. This does not encourage children's positive attitudes and they become restless.

Children's safety is not fully assured because staff fail to identify some hazards in the nursery. Some resources and equipment that staff provide for unsupervised play are not suitable for the ages of children taking part. Staff do not quickly remove hazards, such as spilled water, to prevent accidents.

Staff are caring, which helps children to feel secure. They have some appropriate expectations for children's behaviour. For example, they remind them to walk rather than run when indoors. They encourage children to be kind and helpful. Children play happily and make friendships. For example, they wrap dolls in blankets and pretend to take their 'babies' on outings together. They tell staff that they feel happy today during a group discussion.

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

- The provider does not have good oversight of the provision to ensure that the quality of care and education are good and meet requirements. The manager evaluates practice and makes plans for development. However, these arrangements have failed to identify and address significant weaknesses in practice that impact on outcomes for children. Staff training and development arrangements have not provided staff with the skills and knowledge necessary to fulfil their roles.
- Staff are not confident about the aims of the curriculum or how to implement it effectively. Teaching lacks focus because staff do not know what they want children to learn. Children take part in familiar experiences and activities that do not provide challenge or encourage new learning. They disengage when they become bored during some parts of the day .
- Staff lack a secure understanding of the ways children learn and make progress. They do not have the skills and knowledge necessary to assess children's abilities correctly, or to shape activities and experiences to support their learning effectively. For example, when older children ask to paint, staff provide paper for them to make hand and foot prints. While children enjoy this, it is easily manageable and quickly completed. Staff simply supervise and do not encourage

children to learn more or develop their skills. Children are not supported well enough to make the progress that they are capable of.

- The daily routine does not consistently meet individual children's needs. For example, after lunch, all children are gathered together and encouraged to sleep while staff take their lunch breaks. Children spend over an hour in a small, darkened room with no ventilation. These conditions do not promote children's good health. Children who are not tired and do not need to sleep remain in the room and are encouraged to be quiet and to relax for this prolonged period.
- Measures to prevent accidents are inadequate. Although some general risk assessments are completed, staff are not always alert to hazards in the environment. For instance, young children play, unsupervised, with small parts that look like sweets and represent a choking hazard. Staff tell children to 'be careful' when they repeatedly slip and fall over on the wet floor. They do not clear up the water to prevent further slips and falls. This puts children at risk from injury.
- Despite weaknesses in the quality of education, children develop some skills due to incidental teaching. Staff chat to children during play. Children learn some new words and are confident talkers. For example, they tell their friends how they are 'squishing' and 'stretching' the dough they play with. Children build and navigate an obstacle course in the garden. This helps them to develop strength, balance and coordination.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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, the provider must:

	Due date
provide leaders and staff with effective support, coaching and training to improve their performance and teaching practice	30/04/2024
implement an ambitious curriculum that supports children to make progress across all areas of learning	30/04/2024

assess children's learning accurately and ensure that findings are used to identify what they need to learn next	30/04/2024
improve routines to ensure that these consistently meet the needs of children attending and support their good health	30/04/2024
ensure risk assessments are robust and identify and minimise potential hazards, with particular regard to staff's awareness of the need to supervise children closely during risky play activities and to maintain a safe environment.	30/04/2024

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

- ensure that evaluation is used effectively to identify and address weaknesses in practice.

Setting details

Unique reference number	2661943
Local authority	North Tyneside
Inspection number	10333083
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	18
Name of registered person	Rascals Playtime Childcare Limited
Registered person unique reference number	RP909968
Telephone number	0191 5800969
Date of previous inspection	Not applicable

Information about this early years setting

Little Rainbow Nursery registered in 2021. The nursery employs three members of childcare staff. Of these, one holds early years teacher status and one holds a relevant early years qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-and three-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 provider showed the inspector around the nursery. The inspector talked to staff at appropriate times during the inspection about the curriculum.
- The inspector spoke with the provider, who is also 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.
- Parents shared their views of the nursery with the inspector.
- The provider showed the inspector 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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