

Inspection of Rainbow Day Nursery

28 Church Road, Lymm WA13 0QQ

Inspection date: 17 May 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

Managers and staff share an ethos of care and nurture for all children in their care. They build strong bonds with children and parents. Children are happy and settled. They enter the setting with beaming smiles. Young children hold out their arms for a cuddle while older children confidently hang up their coat and bag. Children are eager to tell staff about their morning. Staff supervise children well and they are observant to any risks. For example, staff note that children want to climb up to look out of the window and respond quickly. Staff explain the risks to children. This helps to keep children safe.

Staff know the skills that will help children as they move to their next stage of learning. They consider this as they plan the curriculum. As a result, children's learning is sequenced. For example, babies are helped to become mobile. They become steady walkers. Toddlers build on this as they learn to climb and balance. By pre-school children can negotiate moving around obstacles. They are developing precision in handling small items such as pencils and scissors. The curriculum is ambitious for all children and all children make good progress. Staff demonstrate a kind approach. They are consistent in modelling good behaviour. For example, they turn take with children during play. Children copy their actions and their behaviour is good.

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

- Leaders are effective in supporting the manager. This allows the manager time to support staff in the delivery of high-quality care and education. In addition, leaders and managers work hard to support staff well-being. This helps staff to feel motivated and valued. As a result, staff retention is good, providing consistency for children.
- Staff know the importance of supporting children's social development. For example, they encourage young children to cheer their friends as they roll down a ramp. Staff remind pre-school children to help each other by asking them to fasten each others aprons. Children form friendships and play and work well together.
- Staff are skilled in using their assessments to plan children's learning. For example, staff notice that children are proficient in recognising and naming 2D shapes. They introduce 3D shapes. Children identify shapes that are flat and shapes that are not flat. In addition, staff teach new words, such as 'sphere'. Children build their knowledge over time.
- In general, the curriculum supports children's interest in learning. For example, staff use props during storytelling. Children listen intently and concentrate well. However, the curriculum is not always effectively planned to support all children to develop good levels of engagement and involvement during free play.

Consequently, some children wander between activities. They roll on the floor or play with their hair until staff intervene.

- Staff support children to be independent during mealtimes. Staff support children to learn how to use a knife and fork. Younger children copy the good table manners of older children. Staff give children regular labelled praise. Older children competently clear plates and tidy the tables. They develop a 'can-do' attitude.
- Partnerships with agencies are good. For example, staff have good working relationships with teaching staff at local schools. They discuss information to support children's transitions. Where children have any additional needs or gaps in learning, the special educational needs coordinator plans an enhanced transition. This helps children to have additional support as they move settings. Children benefit from a consistent and continuous approach.
- Hygiene is generally good. Hygiene procedures are in place and are known by staff. However, these are not always effective. For example, children wash their hands thoroughly for lunch, but then go back to playing before eating and do not wash their hands again. Younger children are not consistently supported to understand the reasons for hygiene routines.
- Children are helped to consider healthy lifestyles. Staff talk to children about foods that give them energy. In addition, children have many opportunities to build their small and large muscles. Staff talk to children about building strong leg muscles which will help them to run and jump. Children's physical development is good.
- Staff plan the curriculum to include building children's knowledge of their community. For example children visit the local shops and library. They celebrate local events. This helps children to develop a sense of belonging.

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:

- review the curriculum to support children's engagement at all times, so children remain focused and maintain a good attitude to learning
- strengthen the implementation of hygiene practices so they are adhered to and provide children with consistent messages.

Setting details

Unique reference number	2661608
Local authority	Warrington
Inspection number	10339459
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	0 to 4
Total number of places	72
Number of children on roll	55
Name of registered person	Lymm Early Years Education Limited
Registered person unique reference number	2661607
Telephone number	01925 756569
Date of previous inspection	Not applicable

Information about this early years setting

The setting registered in 2021 and is located in Lymm, Warrington. It employs 16 member of staff, of whom two have an appropriate early years qualification at level 6, 10 at level 3, and one at level 2. The setting opens Monday to Friday 7.30am to 6pm all year round, with the exception of bank holidays and Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.
- Parents and grandparents shared their views of the setting with the inspector.

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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