Inspection of Rainbow Wood Day Nursery

60-61 Roman Way Industrial Estate, Ribbleton, PRESTON PR2 5BE

Inspection date:	18 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff offer a warm and friendly welcome to children and their families as they arrive at nursery. They regularly gather information about children from their parents. This enables staff to tailor each child's care and learning from the outset. Staff have a genuine interest in listening to each child as they discuss what they have been doing at home helps children to settle quickly. Children seek out staff for comfort and reassurance. This demonstrates that children feel safe and secure.

Since the last inspection, staff have developed an effective curriculum that reflects the learning needs of children who attend the nursery. Overall, staff are clear in what they intend children to learn. The curriculum is sequenced to support children in making good progress over time. For example, babies explore a wide range of sensory resources. Toddlers begin to manipulate dough with their hands, strengthening their muscles. Older children are introduced to more complex tools and learn to use them to make marks in dough, in readiness for early writing. On the whole, children's knowledge and skills are built upon successfully over time.

Children are confident and active learners. They clearly enjoy their time in the nursery, laughing as they play. Children remind each other of the setting's boundaries, such as using kind hands and sharing. Staff are always on hand to offer gentle reminders and help children understand the consequences of their actions upon others. As a result, children behave well and develop their friendships.

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

- Leaders and staff have worked hard since the last inspection to address the actions raised and to further enhance other aspects of practice. Staff are afforded a wide range of supervision and coaching opportunities. Leaders observe staff as they interact with children and precisely identify aspects of practice that could be developed further. This supports staff in their own self-evaluation and helps to ensure that staff knowledge and skills are constantly developing.
- Staff are clear in what they intend children to learn. However, occasionally staff do not adapt the activities in response to children's current skills and knowledge to help ensure that each child can benefit from the learning experiences. On these occasions, children's learning is less well supported.
- Staff are keen to support children with the development of their communication and language skills. Children enjoy singing familiar songs and join in with well-known stories. That said, staff are not fully consistent in their approach. For example, not all children are given the time they need to process questions that are asked and respond. This means that children's emerging language skills are not fully supported.

- Staff encourage children to be increasingly independent. For example, children are encouraged to follow good hygiene procedures. They understand the importance of regular handwashing and remind each other to use soap when washing their hands before lunchtime. Staff are always available to offer praise when children try to do things for themselves. This motivates children to try and do more things for themselves.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff have good knowledge of local referral processes and ensure children get timely support when needed. They work closely with a range of external professionals, alongside parents, recognising the importance of partnership working. As a result, children with SEND are supported to make good progress over time.
- Partnerships with parents are effective. Staff communicate well with parents, keeping them updated about their child's progress and next steps in learning. They encourage parents to support their children further at home. For example, parents value the home learning packs that they borrow from the nursery. This helps to provide consistency in children's experiences both at home and at nursery.

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 use what they know about children's current knowledge and skills to adapt activities so that all children benefit fully from the learning opportunities provided
- consistently give children time to think and respond when asking questions in order to enhance their communication skills.

Setting details

Unique reference number	EY536975
Local authority	Lancashire
Inspection number	10304069
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	0 to 4
Total number of places	68
Number of children on roll	49
Name of registered person	Rainbow Wood Day Nursery Ltd
Registered person unique reference number	RP536974
Telephone number	01772 797593
Date of previous inspection	28 June 2023

Information about this early years setting

Rainbow Wood Day Nursery registered in 2016 and is situated in Ribbleton, Preston. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Denise Farrington

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager 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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