

Inspection of Rainbows Day Nursery

Mauldeth Hotel, Kingsway, Manchester M19 1BB

Inspection date: 3 January 2025

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

Children thrive at this caring and stimulating nursery. They are happy, independent and curious. Children are greeted with a friendly smile from staff who create a welcoming atmosphere. They arrive happy and are eager to learn. Children are emotionally reassured by the friendly and warm relationships they share with staff. For example, when visiting a different room in the nursery, babies check that familiar adults are nearby. This demonstrates positive emotional attachments. There is a buzz of excitement as children choose from a variety of toys, games and activities available. Staff prepare a stimulating play space. To illustrate, children enjoy being creative and using their imagination as they play with foam. Children practise their hand-eye coordination as they mix and move foam with purpose. Staff introduce mathematics and talk about full and empty containers. This helps children to understand measurement and quantity in hands-on practical ways. Staff plan fun and engaging activities. Children develop good attention skills and sustained focus.

Staff are consistent in their expectations for children's behaviour. They use colour cards as visual aids for behaviour cues. For instance, amber cards are presented, and staff remind children to wait or take turns. Rules are well established and embedded into everyday play. Children understand right from wrong. For instance, children confidently remind each other to 'line up' and 'walk inside', demonstrating they know what is expected of them. Children who behave well are lavished with plenty of praise. Staff use animated phrases such as 'wow' and 'that's amazing'. Children noticeably stand tall when they hear encouraging words. This illustrates the positive impact that encouragement has on children's sense of pride and self-esteem. Children are happy, safe and behave well.

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

- Since the last inspection, leaders and staff have shown a relentless commitment to improving standards. Staff have completed a wealth of training to build their skills. Leaders have reviewed risk assessment systems, and the curriculum has been redesigned. There is an impressive thirst for development, which has improved outcomes for children.
- Strong teamwork is at the centre of the nursery's successful improvement journey. Frequent staff meetings have created an arena for staff to share ideas and be fully involved in the process of improvement. Collectively, leaders and staff work well together to drive development plans.
- Leaders consider staff workload. They thoughtfully check in on staff well-being and welfare to ensure they are happy. This contributes to high staff morale, in turn impacting positively on the quality of care and learning offered to children.
- Staff model language well. They talk to children continuously, enabling children

to hear accurate pronunciation and sentence structure. Staff ask questions to promote discussion and listen to children's responses. They carefully explain the meaning of new words to enrich children's vocabulary. These effective interactions help to build children's emerging language and communication skills.

- Children enjoy books. Reading strengthens children's appreciation for words and language. Children and babies listen to stories during daily story sessions. Younger children point to illustrations, and older children discuss characters. Children of all ages develop a love of books.
- Leaders design a varied curriculum that prioritises building on what children know and can do. Children develop the necessary skills in readiness for the next stage in their learning and the eventual move to school.
- Children are independent. They help to tidy away toys and care for the environment. With supervision, children wash their hands prior to eating and serve themselves at lunchtime. Children are self-assured, independent and confident.
- Staff work tirelessly to build positive relationships with parents. Staff share detailed feedback about children's progress and daily experiences. Regular information-sharing helps to ensure a collaborative approach to children's care and learning.
- Staff observe children and regularly track their progress. They understand what children can do and identify any gaps in learning. However, staff do not always make good use of this knowledge to focus their teaching with precision during planned adult-led activities.
- Staff incorporate good levels of challenge into children's play. They offer activities that become increasingly more difficult. This helps to extend children's skills and knowledge beyond current capabilities. However, during group activities, staff occasionally focus their attention and time on louder and more confident children. This means quieter children do not fully benefit from quality interactions and teaching.

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:

- make better use of what staff know about children to focus teaching with greater precision and support children's rapid progress
- strengthen staff skills to enable them to confidently manage group activities and ensure all children benefit from the quality teaching available.

Setting details

Unique reference number	EY536172
Local authority	Manchester
Inspection number	10344992
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 10
Total number of places	100
Number of children on roll	85
Name of registered person	Rainbows Day Nursery Manchester Ltd
Registered person unique reference number	RP536171
Telephone number	0161 248 4004
Date of previous inspection	14 March 2024

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 14 members of childcare staff. Of these, seven hold appropriate qualifications at level 3 and two at level 2. The manager holds an appropriate qualification at level 5. The nursery provides funded education and receives funding for disadvantaged children.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The manager and inspector completed a learning walk and viewed all areas of the nursery. They discussed how the curriculum is designed and what leaders intend for children to learn.
- The inspector completed a joint observation alongside the manager.
- The inspector spoke with parents, staff, children and leaders of the nursery. Their views were considered.
- The inspector observed interactions between adults and children and evaluated the impact of teaching on outcomes for children.
- The manager presented key documentation on request. The inspector reviewed documentation, including the suitability of staff working at the nursery.

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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