

Inspection of Rainbow Nursery

Rainbow Nursery, Sefton House, Salisbury Street, HULL HU5 3EU

Inspection date: 18 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The nursery is a calm, warm and nurturing environment for children. Practitioners help children to feel safe and settled by providing a caring base from which children can explore. They are attentive to the individual needs of children and committed to providing high levels of care. Children quickly settle in and show high levels of well-being during their sessions. Across the different rooms, babies and young children are happy and busy, enthusiastically engaging in different activities. They are well supported by practitioners, who are on hand to provide reassurance. Children are good communicators, and they are able to voice their needs and wants. They move confidently around the different areas of the nursery, choosing their own resources from a wide selection available. In particular, they enjoy visiting the soft-play room, where they develop their physical skills. Children climb, crawl and balance, working on their coordination and gross motor skills.

Children's behaviour is good, and practitioners give praise to those children who are being helpful and following instructions. Practitioners help children to play collaboratively through, for example, working together to mend furniture with the tools from the workbench.

Children make good progress throughout their journey at the nursery. Practitioners know the children's developmental stages, preferences and family backgrounds well and use this information to help them make progress. Children with special educational needs and/or disabilities (SEND) receive tailored support within the nursery from knowledgeable and committed practitioners. Specific dietary requirements are well catered for by the cook, who has systems in place to create a safe environment for children with allergies and food intolerances.

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

- Practitioners work well together as a team. They share relevant information about children and give consistent and relevant support for their learning.
- Reflective practice is evident across the nursery. The physical lay out of each room, resources used and activities planned are specifically designed for the current cohort of children. A sense of teamwork is evident across the nursery, and practitioners feel valued by the management team.
- Parents are very happy with the care that their children receive. They particularly say how well the team communicates with them and accommodates their children's individual needs. They comment how their children are making good levels of progress in their learning and how practitioners are nurturing and kind.
- Interactions between practitioners and children are very positive, and the key-person system is effective. Children use practitioners as a base to return to

when they need comfort or reassurance before venturing off into different parts of the room to explore. This supports children's emotional well-being.

- Skilled practitioners help children to be independent. They encourage them to carry out tasks for themselves, such as washing their hands or cracking eggs, as part of a baking activity.
- Practitioners know the children well and talk about what they can currently do, what they enjoy doing and how they are planning to help them make good levels of progress in their development. They help children to learn about their local community through trips to the park and an annual travelling fair.
- Children take part in baking activities, where they can see first hand how ingredients are combined to make a cake mixture. However, staff do not consistently plan activities well enough by, for example, creating smaller groups of children to take part in an activity, to fully support their participation and learning.
- Practitioners and children share conversations at every opportunity, and this helps children to develop their communication and listening skills. However, practitioners do not always make the best use of opportunities to extend children's vocabulary, to develop their skills even further.
- Children eat a healthy diet of home-made food, which is prepared on the premises. A varied, weekly menu is carefully planned to incorporate all food groups. This supports children's physical health well.
- Children with SEND are well supported. The leadership team works with other professionals to put in place targeted plans for specific children. This helps those with mobility challenges and/or learning needs to make good levels of progress during their time at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners' knowledge of child protection is excellent, and they know which member of staff is the designated safeguarding lead. They are aware of the correct reporting procedure to follow if they have concerns about children or practitioners in the nursery. Their safeguarding knowledge is kept up to date by, for example, including safeguarding quiz questions at regular staff meetings. Practitioners have a good level of understanding of different aspects of child protection and what signs and symptoms to look out for that may indicate abuse is taking place. This includes how domestic violence can impact upon a child and also how to identify a child suffering from neglect. Robust procedures are in place to safeguard children with medical needs and food allergies.

What does the setting need to do to improve?

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

- plan group activities more effectively so that children can participate fully and get the most out of the experience
- help children to develop a wider vocabulary to enhance their communication skills further.

Setting details

Unique reference number	EY457057
Local authority	Kingston Upon Hull City Council
Inspection number	10301279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	53
Number of children on roll	45
Name of registered person	Rainbow Nursery Hull Ltd
Registered person unique reference number	RP532226
Telephone number	01482 448764
Date of previous inspection	5 January 2018

Information about this early years setting

Rainbow Nursery registered in 2013 and is located in Hull. The nursery employs 13 members of childcare staff. Of these, three staff hold a relevant level 6 qualification, six hold appropriate early years qualifications at level 3 and three staff hold a level 2 qualification. The nursery is open Monday to Friday, all year round, except for bank holidays and a week at Christmas. 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

Jane Mumby

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 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 spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation.

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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