

Inspection of Rainbow Kindergarten Barton

15 Bowmandale, Barton-upon-Humber, South Humberside DN18 5LR

Inspection date:

14 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are not supported to make the progress of which they are capable. Management have not clearly identified the skills and knowledge they would like all children to achieve. For children under the age of three, the curriculum lacks clarity, resulting in staff not always successfully building on children's prior knowledge and skills. Whereas there is a more secure curriculum identified for pre-school children. These children, therefore, benefit from more purposeful learning experiences. For example, pre-school children learn to sit, listen, and focus during circle time activities. Whereas circle time in toddlers is less effective. It is not planned with a clear purpose in mind. This results in the activity being too long and pitched at too high a level for some of the children. By the end of the activity, half of the group have wandered off, as their interest has not been maintained.

All children feel safe and secure in the care of staff. Babies receive care and attention to meet their needs. Parents confirm that information gathered from staff prior to their children starting, reassures them that their children's needs are met. Children's love of books is supported from babies up to pre-school. As staff begin to read an older child's request for a particular story outside, more children freely join and enjoy listening to the tale. Staff support early language development as they read simple stories to babies. They point out key images as they say the associated word and respond to babies' attempts at communication.

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

- Management have not identified an ambitious curriculum for all children. They have identified some skills and knowledge for children under three to learn, but this is not fully effective or shared with staff. Children's learning is, therefore, not consistently sequenced to build on their prior knowledge and skills.
- The deputy fully understands the aims for pre-school children, and she implements these well. This enables older children to develop some appropriate key skills ready for school. For example, focused books are chosen each week to support children's interest in books and their communication skills.
- Staff support children to learn how to care for living things, as they are encouraged to take care of the nursery pet rabbit. When nursery pets die, staff work with parents to ensure children learn about death in a sensitive way.
- Management conduct supervisions of staff practice. However, these are not robust enough to ensure they are fully supporting improvements when weaknesses are identified. For example, the manager is aware their curriculum for children under three lacks clarity and is more secure for pre-school children. However, coaching and support for all staff has not yet been provided to help improve the quality of provision for all children.
- Children develop positive relationships with their key person and the core staff

who work with them. Babies feel settled and secure as they are held securely while being bottle fed. Babies' physical skills are supported on the activity gym as they learn to safely negotiate the small steps. As the baby room is located on the first floor, this helps to prepare babies for when they use the main stairs to go outside.

- When providing activities for children, staff do not always focus on the right area in which to support the child. For example, for children whose communication remains unclear, staff talk about focusing on children's awareness of counting, colours, and shapes. Staff do not always use their knowledge of children's development, to identify relevant next steps in learning.
- Children use online technology at the setting under the direct supervision of staff. This helps to maintain children's well-being. However, staff confirm that children's awareness of how to safely use online technology has not been promoted with all parents and children.
- Children learn to respect rules and boundaries. Staff encourage children to wait for their turn and to try and solve issues themselves. For example, when a child wants to have a go on a bike being used by another child, they know to use the timer to wait for their turn.
- Children enjoy participating in a range of activities planned and organised by staff. Staff also play with children as they choose their own resources and activities to engage in. However, staff do not always take full account of children's abilities. This results in children not being effectively supported to develop high levels of curiosity and concentration as they play.

Safeguarding

The arrangements for safeguarding are effective.

Staff help to keep children safe from harm. Children are supervised well, and all areas are safely maintained. Staff have an appropriate awareness of the procedures to follow if concerns are identified about a child or a staff member. They are also aware of the possible indicators of abuse to remain vigilant for. Management is in the process of reviewing staff safeguarding knowledge and planning further training. This is to ensure staff remain up to date with current safeguarding issues.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure there is a clear curriculum in place, which identifies the broad range of skills, knowledge and attitudes children need as foundations to support their good future progress	14/12/2022
ensure staff use their knowledge of children's achievements to identify and plan purposeful learning experiences, which build on their prior knowledge and skills	14/12/2022
focus supervisions of staff on more effectively reviewing their knowledge and skills to ensure future training needs are identified and staff are coached to improve.	14/12/2022

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

- help children to learn how to stay safe when using online technology.

Setting details

Unique reference number	EY290503
Local authority	North Lincolnshire
Inspection number	10258686
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	45
Number of children on roll	78
Name of registered person	Rainbow Kindergarten Limited
Registered person unique reference number	RP529617
Telephone number	01652 660 362
Date of previous inspection	23 March 2018

Information about this early years setting

Rainbow Kindergarten Barton registered in 2004. It opens from 7.30am until 6pm, Monday to Friday all year round, apart from public holidays and a week at Christmas. There are 18 childcare staff employed at the nursery, 17 of whom hold a recognised childcare qualification at level 2 or above, including two who hold early years professional status. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager and inspector carried out two joint observations during planned activities.
- 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 and grandparents shared their views of the nursery 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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