

Inspection of Rainbow Day Nursery

Westgate Primary School, Summerhill Road, Dartford, Kent DA1 2LP

Inspection date: 26 November 2024

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

Children of all ages and abilities are settled, confident and happy during their time at the welcoming setting. All staff have a good understanding of their motivating and challenging curriculum. They plan activities they know children will benefit from and enjoy. For example, babies use water and fish and cars and paint in age-appropriate ways to explore textures and patterns. When children have an interest in winter, staff set up an activity to encourage children to explore ice and Arctic animals. Children learn about animals who inhabit in the Arctic. They explore how to melt the ice to free the animals. This is adapted well for younger children who explore Arctic animals in foam.

Staff teach children about the importance of following good hygiene routines and children learn about the benefits of washing away germs. Staff help all children develop good physical skills and learn how to move in different ways. This is demonstrated when they confidently and safely build and negotiate appropriate equipment. This includes climbing walls, tunnels and balancing beams. Staff teach children about other peoples' traditions and cultures from around the world. This includes talking about and celebrating Black History Month. Children enjoy listening to African music and try African traditional dishes, such as jollof chicken and rice.

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

- The managers and staff successfully build and maintain positive relationships with all children. They know all children's abilities and needs. This includes children with special educational needs and/or disabilities (SEND). Staff have high expectations of them, and this helps children have a positive attitude towards their learning.
- All staff support children to enjoy their time at the setting. They smile and laugh happily as they play. Staff teach children how to be resilient and persistent. For example, they encourage children to keep trying to complete a task of doing up their zip. Children beam with pride when they achieve their goal of doing so.
- The managers and staff support children with SEND well. They liaise closely with outside agencies and professionals. Staff implement helpful and consistent strategies that support all children. For example, children have a calming space where they can explore their senses when they become overwhelmed.
- Overall, staff support children to develop confident communication skills. For example, children enjoy a wide range of stories and singing. Babies babble happily and staff introduce them to new language as they play. However, at times the quality of interaction is variable and communication can, on occasion, appear stilted, particularly at lunchtime. Therefore, the opportunities to support all children to continue to build on their already good communication skills are inconsistent.

- Overall, staff are positive role models and children do follow instructions well. Staff recognise and praise good behaviour. However, they do not consistently help children to understand the consequences of some of their actions and why they are being asked to stop. For example, when children throw an object, they are simply told 'no thank you' instead of being provided with an explanation. Therefore, children do not thoroughly understand the full expectations of their behaviour.
- Parents are happy and speak very highly of the setting. For example, they comment that staff provide an amazing foundation for children. Staff share helpful information to support parents, such as toothbrushing tips. Staff use good ways to provide children with a good consistent approach to their shared care and learning. For example, they regularly share information about what children are learning and what they would like children to learn next.
- The managers closely monitor the quality of care and experiences staff provide. Staff evaluate together as a team. They reflect on what went well and what they will continue to enhance.
- Staff carry out regular training. This includes learning about how to fully support children under the age of two to learn. As a result, staff have implemented activities that they know will engage younger children. Therefore, all children, including babies, make good progress.

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:

- build on staff's confidence to provide consistently high-quality interactions throughout all parts of the routine, particularly lunchtime
- support staff to consistently provide children with a good understanding of why they are being asked to stop particular actions.

Setting details

Unique reference number	127485
Local authority	Kent
Inspection number	10367616
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	124
Number of children on roll	127
Name of registered person	Rainbow Day Nursery (Early Years Centre) Limited
Registered person unique reference number	RP903453
Telephone number	01322 270909
Date of previous inspection	15 February 2019

Information about this early years setting

Rainbow Day Nursery registered in 1985. It is located in Dartford, Kent. The setting is open Monday to Friday, from 7am until 6pm, all year around. The setting receives funding to provide free early education for children aged under two, three and four years. The setting employs 32 members of staff, 21 of whom hold relevant early years qualification at level 2 and above. This includes 18 members of staff who have relevant early years qualification at level 3 and one member of staff who holds a relevant early years qualification at level 6.

Information about this inspection

Inspector
Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the managers. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The managers shared written documentation for the inspector to review. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, children, parents and staff at convenient times and considered their views.
- The managers and inspector carried out a joint observation on a planned sand activity, focusing on the quality of interactions.

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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