

Inspection of Rainbows 2

24 Park Avenue, Whitley Bay NE26 1DG

Inspection date: 8 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff in this nursery are attentive, nurturing and tuned into the individual needs of children. As a result, children make good progress in their development. Leaders have high aspirations for children's outcomes. They have embedded a secure curriculum to support children in all aspects of their development. The aims of this curriculum are well understood by all members of staff. As a result, staff plan stimulating experiences and activities for children, which are appropriately matched to the age and stage of every child.

Children engage well in the day-to-day experiences in this nursery. They show positive behaviours and attitudes in their play. This includes children with special educational needs and/or disabilities (SEND). Staff encourage children to join in with care routines and, as a result, children develop independence in their personal care. The nursery has been impacted by difficulties in recruiting qualified staff. This has led to some instability and pressure across the staff team. However, leaders are hopeful that recent successful recruitment will now ease this pressure.

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

- Staff use their knowledge of each child's individual context, interests and stage of development to plan a curriculum that is well matched to their individual needs. Staff know which areas of development they need to focus on for each age group, in general terms and for individual children. For instance, when toddlers show an interest in using number names, staff provide block play and model number names as children build towers.
- Staff consider how to ensure that children show high levels of interest and engagement in activities. For instance, on a local outing, babies express their excitement as they enter the community garden. Staff encourage them to use their senses to explore the space around them. Babies are wide eyed in delight as they look around and say, 'Wow'.
- Staff use stories, songs and rhymes to support children's communication and language skills. For example, children and babies move rhythmically and join in with singing during a movement and music session. However, leaders and staff have not yet given enough thought to the impact that background noise can have when children are tuning into stories and speech. Additionally, staff do not always consider the impact that dummies have on limiting babies' participation and speech development, for instance, during singing sessions. This does not help children to consistently practise their early communication and listening skills.
- Staff support children with SEND with kindness and sensitivity. They spend quality time together, such as sharing books and exploring each page in detail. Staff are tuned into the developmental next steps for these children and keep

this in mind during all their interactions. When they notice children making progress and meeting their milestones, staff demonstrate genuine joy and take time to celebrate these moments with the children.

- As a result of the strong bonds and connections that staff build with all children, including those with SEND, children thrive. Parents and carers state that their children have made impressive progress in their development since joining the nursery. They particularly appreciate the communication they receive from staff in relation to their children's progress.
- Staff are very effective role models for children in terms of the behaviours and attitudes they want children to develop. Due to the consistent approach in modelling and discussing good behaviours, these attitudes are well embedded across the nursery. Children move calmly from one activity to the next. When it is time to get ready for mealtimes, staff support children to learn how to wash their hands. Children line up smartly and understand how to take turns at the sink. This prepares children well for the transition to school in the future.
- As a result of difficulties in recruitment, leaders and managers are often required to work directly with children in order to maintain ratios and staff are borrowed from other settings within the company. Staff report that this has some impact on children, as they do not have the stability of a constant staff team. Furthermore, due to these pressures, leaders do not always have enough time to support managers and staff with their continuous professional development. That being said, all members of staff across the setting are relentless in their aim to continuously improve standards for children.

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:

- extend the strategies to support children's communication and language strategies even further, so that children have every opportunity to practise their early communication and listening skills
- improve the procedures for staff support further, to ensure that all staff are fully supported in their roles, including a regular review of their workload.

Setting details

Unique reference number	2781948
Local authority	North Tyneside
Inspection number	10401579
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	40
Number of children on roll	40
Name of registered person	Good Time Childcare Limited
Registered person unique reference number	RP905723
Telephone number	0191 429 6967
Date of previous inspection	Not applicable

Information about this early years setting

Rainbows 2 registered in 2024 and is situated in Whitley Bay, Tyne and Wear. It is open Monday to Friday, all year round, except for a week at Christmas. Sessions run from 7.30am to 6pm during term time, and from 8am to 5.30pm during the school holidays. The nursery is part of an established chain of settings under the same ownership. The nursery employs nine members of childcare staff, with eight staff holding qualifications at level 2 or above. The nursery offers the government funded places for childcare.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector joined staff and babies on an outing in the local area.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation relating to the suitability of staff working in the nursery.
- The inspector spoke with leaders about the leadership and management of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025