

Inspection of Rainbow Nursery @ Little Forest Children's Centre

Little Forest Childrens Centre, Friars Way, Tunbridge Wells, Kent TN2 3UA

Inspection date: 24 July 2025

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 benefit from a good start to their learning in this homely, nurturing nursery. Staff get to know the children and families particularly well. Communication between staff and parents is good. Babies follow consistent routines from those they follow at home, helping them to settle quickly and feel secure.

Children demonstrate how happy they feel. Babies new to walking move around the nursery holding staff's hands. When they are tired, they look at staff, hold up their arms and know they will be picked up and cuddled. Older children happily invite staff into their play. As children experiment rolling vehicles down slopes, staff play alongside. Staff follow the children's lead and encourage them to work things out and build on their knowledge and understanding. For example, staff help children to recognise that when the gradient of slope is changed, the speed in which cars move also changes.

Children behave well as staff are clear about simple rules and boundaries. The nursery's 'golden rules' are fully understood. Children discuss the importance of using kind words and gentle hands and reflect these actions in their play. Staff help children to manage their emotions and offer a very caring, sensitive approach. They comfort children when needed. Staff create cosy spaces for children to use when they need help in managing their emotions. Children use these spaces confidently. They know that staff will be on hand to support them, offer comfort and allow them time to feel calm again before they re-join the group.

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

- The leadership team has created a curriculum that encourages children to develop a wide range of skills and knowledge. Children explore using their senses and use their problem-solving skills to find out more. For example, children show interest in how old-fashioned typewriters work. They know that when they bang the individual keys, the hammers move and a letter is typed. Staff support this exploratory learning well, and encourage children to ask questions and talk about what has happened.
- Leaders work effectively with other professionals who share the same building. They utilise the different services provided to support children's learning and family well-being. For example, nursery staff work jointly with other agencies to target gaps in children's speech and language. Leaders organise specialist support for families quickly when they need it and parents say how much they appreciate this.
- Overall, teaching is good. All areas of learning are incorporated into play. For example, children use scales to compare the weights of different items, such as

wooden blocks. Provision for learning is good inside and children of all ages are seen to be busy and engaged. However, the curriculum is not as well sequenced outdoors. At times, staff do not recognise the different needs and abilities of children, when they access the outdoor environment. This means, at times, outdoor experiences are not successfully matched to children's individual skills and knowledge, to consistently support their learning.

- Mealtimes are used well to support children's social skills. Children take an active part in helping with simple jobs, such as tidying up, filling the water jugs, laying the table and counting out how many plates are needed. Staff plan for this well and use the routine to build children's confidence and enable children to take on responsibility.
- The key-person system is implemented effectively and children form secure attachments to the familiar staff who look after them. Key staff recognise when babies are becoming tired and soothe them gently off to sleep. Some older babies recognise when it is sleep time as they know the routine well. They voluntarily crawl into the bed they know belongs to them, ready for their nap. Older children look to their key person for comfort and reassurance when needed, and relationships between children and staff are good.
- Parents comment on how happy their children are at nursery and the positive impact it has on children's learning. Staff keep parents fully informed about nursery activities. They share relevant information to help support children's learning at home. For example, as part of 'Birdwatchers' week', staff sent out packs to help parents make bird feeders with their 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:

- strengthen how the curriculum is implemented during outdoor play, so that all children's learning and development are supported fully.

Setting details

Unique reference number	EY363173
Local authority	Kent
Inspection number	10394459
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	40
Number of children on roll	64
Name of registered person	Rainbow Nursery Partnership
Registered person unique reference number	RP518836
Telephone number	01892 527 852
Date of previous inspection	6 September 2019

Information about this early years setting

Rainbow Nursery @ Little Forest Children's Centre registered in 2007. It operates from a purpose-built building in the grounds of a primary school in Tunbridge Wells, Kent. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. It is part of a small group of nurseries. Funding is accepted for the provision of free early years education for children aged from nine months. A team of 11 staff work with the children. Of these, nine are qualified to at least level 2. The manager is qualified to degree level.

Information about this inspection

Inspector
Jo Caswell

Inspection activities

- The inspector observed the quality of teaching, both inside and outside, and assessed the impact this has on children's learning.
- The manager completed a learning walk with the inspector and explained how the nursery's curriculum is planned for and delivered.
- Staff spoke to the inspector about how they plan for children's learning, and what they do to keep children safe.
- Children told the inspector what they enjoyed doing at nursery.
- Parents 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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