

Inspection of Rainbow Nursery School - Ormond Road

Unitarian Church Hall, Ormond Road, Richmond, Surrey TW10 6TH

Inspection date: 29 April 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 are happy to attend and enjoy their time at this friendly setting. All staff are kind and caring and support children to settle in effectively. This supports all children to build attachments and feel safe and secure. Staff understand the importance of gathering information from parents at the start. They find out what children can do and their changing interests. This helps staff to plan an ambitious and inclusive curriculum that supports all children to make good progress.

Staff create a supporting and creative environment that promotes children's independence. Children make choices and show a positive attitude to their learning. They try new activities and receive praise for their achievements. This raises children's self-esteem. For example, children enjoy rolling cars along ramps, use a range of tools during play dough activities, cut with scissors and mark make with cornflour and brushes. They enjoy making marks and painting the fences outdoors with water. These activities support children to develop their fine and large motor skills. Staff role model expected behaviour. They encourage good manners and use visual cues for children to aid their understanding. Children know the routine well. They share resources, help with tasks and behave well.

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

- Leaders and staff implement a curriculum that is well sequenced and considers all children's individual learning needs. They have a clear understanding of what skills they would like children to learn, ready for their eventual move to school. Staff know what they want children to learn during activities and, overall, their interactions with children are positive and encouraging. However, staff do not always consider how to extend children's learning by adapting their interactions accordingly.
- The support available for disadvantaged children and those with special educational needs and/or disabilities is strong. Leaders work in close partnership with parents to ensure that children receive the targeted support that they need. Leaders work tirelessly with external agencies and other professionals to secure the services that will help children reach their potential. Leaders use additional funding effectively, ensuring that children attending are offered the full learning experiences on offer.
- Staff promote children's communication and language skills effectively. Throughout their interactions they provide a dialogue, repeat words and phrases and introduce new words to extend children's vocabulary. Children talk with confidence and engage in effective two-way conversations with staff, who listen with interest to what they say.
- Children have opportunities to develop their mathematical skills. Children keenly count and recognise numbers that are special to them. Staff encourage

mathematical language during activities. For example, they explain to children that they have cut the banana in half, and how many magnetic tiles they need when following picture instructions and talk about the shapes children use. This supports all children to develop their mathematical awareness.

- Staff use assessments to ensure that any gaps in children's learning are closing effectively. Staff recognise the importance of outdoor play and developing children's gross motor skills, because many children arrive to nursery in a buggy or car. Therefore, staff place a strong focus on developing children's core strength through riding bikes and designing obstacle courses for the children to enjoy.
- Children develop their understanding of the diverse world in which they live. They take part in first-hand experiences, such as trips to local parks and the theatre, walking in the local community, travelling on a bus and buying resources from the shops. Staff organise experiences to help children learn about the lives of others in their local community. This helps children to have experiences that otherwise may not be available to them.
- Partnerships with parents are a real strength at this nursery. Parents comment that children are happy to attend, staff are friendly and they feel supported as a whole family unit. They see their children making progress and receive information daily about what their child has been doing.
- Staff report high levels of well-being. They are clear about their role and responsibilities. They access regular training, which contributes to the development of their professional knowledge and understanding. Communication across the provision is effective and helps to ensure the smooth day-to-day running of the setting.

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:

- help staff to strengthen their understanding of how to adapt their interactions to challenge and extend children's learning further.

Setting details

Unique reference number	EY545818
Local authority	Richmond Upon Thames
Inspection number	10375803
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	12
Name of registered person	Rainbow Nursery Schools Ltd
Registered person unique reference number	RP545816
Telephone number	07774725472
Date of previous inspection	2 May 2019

Information about this early years setting

Rainbow Nursery School - Ormond Road registered in 2017 and operates from a church building in the London Borough of Richmond. It is one of three independent nurseries owned by the provider. It is open Monday to Friday from 9.15am to 12.30pm, term time only. The nursery manager holds a relevant early years qualification at level 6, two members of staff hold level 3 qualifications and one is unqualified. The nursery is in receipt of funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and inspector completed a learning walk of the setting and discussed the early years curriculum.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector looked at a range of documentation provided on request.
- The inspector gathered the views of parents.

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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