

Inspection of Rainbow House Private Day Nursery

29 Common Road, Low Moor, Bradford, West Yorkshire BD12 0TN

Inspection date: 4 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure at this welcoming and supportive nursery. They are actively engaged in their learning. Young babies laugh and squeal as they rock back and forth on a rocking horse. Toddlers explore the outdoor area with interest and excitement. For example, children are inquisitive about the bird feeders hanging from a tree. They point them out to their key person. Pre-school children make flags for the coronation, using different materials. After school, older children help themselves to a drink and play board games together. Children are happy and focused on their play.

Children develop good independence skills. They learn to feed themselves from an early age. Young babies practise using a spoon to feed themselves. They show determination when scooping the food from their bowls. Children start to learn to self-serve as toddlers and become more skilled at this in the pre-school rooms. Staff sit with children during mealtimes and talk about the types of food they are eating. They encourage children to try new food. Mealtimes are a calm and sociable time.

Children's behaviour is good. They independently access the resources to support their play. Children confidently engage with the inspector. They excitedly tell her, 'We are having a party tomorrow,' and 'You can wear costumes.' Children ask the inspector if she would like to come too. They are confident and independent learners.

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

- Children have regular opportunities to develop their physical skills. The youngest babies concentrate as they place rings on a stick. Older babies have space to crawl and practise walking. They enjoy the outdoor space, climb on and off rockers and push their dolls in a pram. Toddlers skilfully ride a tricycle around the racetrack. They learn how to avoid obstacles in their way. Older children build towers with different-sized bricks and use a variety of tools. Children develop good muscle control.
- Staff model language well. They use questioning to extend children's communication and language development. Staff talk about what they are doing and ask children to recall their past learning. They introduce new words. For example, staff ask children to 'scoop' the sand. Children learn new words and are confident speakers.
- Children learn about their feelings. They talk about their emotions and staff ask how they are feeling today. Children look in the mirror and make sad and happy faces. They share how they feel with their friends. This helps children to have a sense of identity.

- Children make good progress. Children with special educational needs and/or disabilities are very well supported. Staff identify children's needs and plan actions to ensure that support is swiftly put in place. They work extremely well with outside agencies to provide individualised support. Clear plans are in place to support children with the transition on to school.
- Parents compliment the nursery and staff. They form strong relationships with their child's key person. Parents feel well informed about and supported with their child's learning and development. They value the opportunity to meet inside the nursery during parents' evenings. They comment that their children have 'come on leaps and bounds' and that 'the nursery is a champion for their child'.
- Children learn about the world around them. They grow grass and cress seeds and plant beans. Children learn how to care for the plants and water them every day. They identify the insects in the soil and learn how potatoes and carrots grow. Children are very proud of the 'grass heads' they have grown.
- Staff plan activities around books and stories. Children look at a range of books independently and join in with action songs with the adults. They sing nursery rhymes to themselves while playing. Children develop a love of stories, songs and rhymes. However, sometimes, staff do not consistently have the skills to extend older children's learning, particularly in their literacy development. This means that some children do not always make the progress they could.
- Leaders have worked hard to improve the curriculum since the last inspection. They plan a progression of skills across the nursery, building on what children know and can do. However, sometimes, staff are not always clear on what they want children to learn. For example, at times, their expectations of younger children's behaviour are too high. This leads to some children becoming frustrated.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is safe and secure. Procedures are in place to ensure that children cannot leave unattended. Robust recruitment procedures are in place. A clear induction process, ongoing checks and supervision sessions make sure that staff are suitable to work with children. Leaders ensure that all staff are trained in first aid. All staff attend safeguarding training and understand their roles in keeping children safe and protected from harm. Children learn how to keep themselves safe. Staff remind them not to put too much food in their mouths, in case they choke. Leaders ensure that children learn about e-safety. They keep accurate records are kept when administering medicines. This helps to meet children's medical needs.

What does the setting need to do to improve?

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

- enhance professional development to focus more precisely on building staff's teaching knowledge, particularly in supporting literacy development for older children
- continue to build on staff's knowledge of the curriculum so that they are clear what leaders intend for them to teach all children.

Setting details

Unique reference number	EY217910
Local authority	Bradford
Inspection number	10265585
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 10
Total number of places	88
Number of children on roll	110
Name of registered person	Rainbow House Private Day Nurseries LLP
Registered person unique reference number	RP520261
Telephone number	01274 690622
Date of previous inspection	8 November 2022

Information about this early years setting

Rainbow House Private Day Nursery registered in 2002 and is located in Bradford. The nursery employs 15 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and eight at level 3 or above. The nursery opens all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and a week at Christmas. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and grandparents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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