

Inspection of Rainbow Tree Nursery Ltd

Kings Weald Community Centre, 124 Wyvern Way, Burgess Hill RH15 0GB

Inspection date:

5 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Leaders have made improvements since the last inspection. They have recruited new staff and made changes to the curriculum planning. However, they have not implemented effective support and coaching for all staff to ensure they fully understand how to implement the curriculum effectively and consistently. In addition, behaviour management strategies are not consistently applied.

Despite this, children arrive happily and are keen to greet their friends and explore the activities. Staff encourage children to find their photograph above their peg and hang their coats and bags up. They support children at their chosen activities, such as sand play. Children scoop the sand and staff ask if they can find hidden numbers. Older children comment that the number five is like the number two that is upside down. Children are confident and eager to join in.

Staff take children to an enclosed park area daily and leaders have improved the risk assessments for transporting children outside. Staff ensure children have opportunities to be physically active. For example, they provide a range of ride-on toys for children to play with and children enjoy running in the outdoor space. Children come together for group time and enjoy singing and copy the actions to various nursery rhymes. They say good morning to each other and listen well.

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

- Leaders are reflective and have identified areas they need to improve in. They have made changes to the procedure for taking children outside and this is being implemented effectively. For example, staff conduct regular headcounts and remind children of how to keep themselves safe, such as keeping hold of the rope when walking to the park.
- Leaders have recently recruited staff to ensure they are meeting ratio requirements. They provide staff with induction training when they start and conduct regular staff meetings. However, the arrangements for ongoing support for staff are not embedded. Leaders do not provide effective coaching and mentoring to support staff to know what is expected of them. This means at various times in the day, staff are unsure of what to do next and complete tasks, such as cleaning, rather than supporting the children.
- Children have the opportunity to be physically active and independent. Staff encourage children to do things for themselves, such as opening their own food packets at lunchtime and putting their own coats on for outdoor play. However, leaders have not considered all aspects of children's physical well-being, such as ensuring there is adequate bedding used when children sleep. This is a breach to the requirements and does not ensure children's comfort while sleeping.
- Leaders have improved the curriculum. They focus on children learning the skills

they need to be ready for the next stage in their education, such as school. They organise activities based on themes, such as outer space, to support the curriculum delivery. Some staff provide commentary to children's play and introduce words, such as 'underneath'. However, not all staff promote children's learning through their play. For example, at times staff interactions are limited and offer little extension. This means the quality of teaching is variable and children do not always benefit from extended interactions with staff to help promote their learning further.

- Leaders and staff find out from parents if there are any other professionals involved in their children's care and education. They put in place individual support plans for some children and take into consideration any strategies suggested by other professions, to help support their learning. Each child has a key person and there is a buddy key-person system to cover any staff absences.
- Generally, children behave well. For example, they know they need to wash their hands before lunchtime before they find their lunch box. Staff encourage children to use good manners. Staff have agreed behaviour strategies to help some children who may find routines more difficult, such as using visual aids to support transition. However, not all staff use these agreed strategies consistently. This means children are not fully supported to know what is happening next or what is expected of them.
- Parents are very happy with the care their children receive. They receive a verbal handover at the end of each session and time to speak to their child's key person. They can see photographs of the activities their children take part in via the online platform the setting uses. Parents are provided with a termly written progress assessment, which includes ideas of how to support their children's learning further at home. Parents comment on how useful these are to support their children at home.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the arrangements for supervision and provide staff with ongoing support, coaching and mentoring	06/08/2025

ensure there is an adequate supply of clean bedding for every child who sleeps and the arrangements for sleeping children comply with health and safety legislation.	06/08/2025
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To further improve the quality of the early years provision, the provider should:

- strengthen staff practice so that interactions with children are meaningful and promote their learning further
- support staff to respond to children's behaviour consistently and promote positive behaviour strategies.

Setting details

Unique reference number	2774509
Local authority	West Sussex
Inspection number	10375696
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	1 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Rainbow Tree Nursery Ltd
Registered person unique reference number	2774510
Telephone number	07503759127
Date of previous inspection	12 November 2024

Information about this early years setting

Rainbow Tree Nursery Ltd registered in 2024 and is located in Burgess Hill, West Sussex. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications. The nursery is open from 8am to 6pm, Monday to Friday, all year round for 51 weeks per year. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.

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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