

Inspection of Rainbows Nursery

Stamford Street, Swinton M27 6GU

Inspection date: 29 January 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

This welcoming and inclusive setting supports all children to feel happy and safe. Staff foster caring relationships with children and their families. They take time to greet children every day. Staff talk to parents. They find out if children have slept well and if they have had breakfast. This helps staff to provide appropriate care for each child's individual needs. Children demonstrate they are settled. For example, babies cuddle into their key person when they are tired. Staff engage in thoughtful conversation with children, taking an interest in what children have to say and how they feel. This helps every child to fully participate and feel valued. Staff help children to work with their friends. They support them to resolve any conflicts that happen as they play. Children demonstrate an understanding of the expectations for behaviour. For example, children remind each other of the rules.

The curriculum is sequenced as children move through the setting. For example, babies are delighted as they stand and paint at a chalkboard, which helps to develop their strength and large arm movements. Toddlers have a tremendous time as they splash in puddles. Staff encourage their language, saying 'splash, splash'. Children repeat these words. Pre-school children are eager to find their name to add to the register. They are developing skills of letter recognition. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- The setting has a well-established team. Staff are experienced, and they say they are happy and motivated in their work. Supervision processes are in place. However, guidance to support specific improvement in teaching practice is not always consistent.
- Children across the setting demonstrate high levels of confidence. They are supported to be independent by the responsive staff. Older children serve their own food and manage self-care tasks themselves. Younger children are encouraged to put on their own coats. Children are independent and self-assured.
- Staff model language well as they speak to children. They encourage children's conversations with each other. Children express themselves and make their needs known. In addition, the setting uses sign and visual prompts to help all children communicate. Children, including children who speak English as an additional language and children with SEND, make progress with their communication.
- The curriculum is planned to help children to be curious. For example, children become absorbed in a task to make an enclosure for a dragon. Children consider how they can keep the dragon secure inside. They construct high walls and find

resources to make a roof. Children develop their thinking and problem-solving skills.

- Staff work hard to support children to make progress in their physical development. For example, babies crawl, stand and take steps. Toddlers learn to bend, stretch and balance. Pre-school children develop their small muscles and dexterity. Children develop their small and large muscles and are efficient in handling and manipulating small items.
- Children are used to a regular routine. Staff use visual aids to help them know what happens next. For example, children know it is time to wash their hands when staff show them a paper towel. However, sometimes, children wait for slightly longer than they can manage during transitions. On these occasions, the noise levels in the room increase, resulting in children finding it hard to listen to each other or staff. At these times, children are less responsive to staff requests.
- Parents praise the manager and staff. They say they are confident their children are safe and that they learn good behaviour, such as sharing. Parents appreciate the 'rapid' progress their children make at the setting. They feel well equipped to support their children further at home due to the 'amazing' information and guidance they receive from the manager and staff.
- Children learn about the world they live in. Staff encourage children to celebrate differences and varying ways of life. They regularly explore different cultures with children. They consider foods, similarities and differences, festivals and celebrations. This helps to encourage children to respect others and to embrace the diverse world they live in.
- Adjustments are made to support the needs of every child. Staff and the manager work closely with other professionals and children's families to provide the most suitable learning environment for all children. They recognise that all children are individuals and therefore have their own needs. This supports all children, including those with SEND, to make good progress.

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 supervision processes, so feedback to staff is tailored, to support continual improvements in teaching practice
- plan for effective transitions so that noise levels are kept to a minimum, helping children to continually hear and respond to staff requests.

Setting details

Unique reference number	307471
Local authority	Salford
Inspection number	10368022
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 5
Total number of places	81
Number of children on roll	63
Name of registered person	C L K Childcare Ltd
Registered person unique reference number	RP900234
Telephone number	0161 794 2922 or 2911
Date of previous inspection	6 March 2019

Information about this early years setting

Rainbows Nursery registered in 1993 and is located in Swinton, Manchester. The setting employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications with early years professional status, eight hold a qualification at level 3, one at level 2, and two do not hold a relevant qualification. The setting opens from 7.30am to 6pm, Monday to Friday all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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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