Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rainbows Private Nursery

Somerton Lane
Newport
NP19 0HZ



Date Inspection Completed

16/05/2023

About Rainbows Private Nursery

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	Rainbow Childrens Club Limited
Registered places	55
Language of the service	English
Previous Care Inspectorate Wales inspection	5 March 2020
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Adequate**

For further information on ratings, please see the end of this report.

Summary

Children have a strong voice and most confidently communicate with the staff. Nearly all children are noticeably confident, happy and enjoy their time at the setting. They show enthusiasm and excitement during their play. They are developing well and can take part in planned activities or follow their own interests. Staff are professional, appropriately qualified and take their responsibilities seriously. They have a good understanding of how to keep children safe and healthy. Staff understand and implement the setting's policies and procedures well. They follow good hygiene practices and consistently remind children about keeping safe. Staff plan, carry out and evaluate activities effectively.

People who run the setting have generally effective measures in place to ensure the environment is safe and secure. They implement systems so that environment is clean, welcoming, and well maintained. Leaders monitor the use of space to ensure they can meet the needs of all children and use the outside areas effectively to support this. They offer a good range of high quality resources, toys, and equipment.

The leadership and management of the setting is appropriate and people who run the setting work hard to maintain a good service. They are experienced and receptive to advice. They listen to children, parents, and staff, involving them in making decisions and the annual review of the setting. Staff feel well supported and enjoy their work. Leaders maintain nearly all the required policies, procedures, and records and some have been updated further during this inspection. Parents are very complimentary, speaking highly of the staff and the care their children receive.

Well-being Good

Nearly all children are confident communicators through verbal and non-verbal gestures. For example, during snack a younger child pointed to the fruit they wanted from the selection on offer. Children have good opportunities to make choices and decisions about what affects them, such as pre-school children can choose where to play, inside or out. Children are aware that they have options such as whether to join in an activity, or when they want their nappy changed. Older children know what resources are available and they spontaneously ask for a different toy or choose a different book to share with the group.

Children feel safe, happy, and valued. They are active and express enthusiasm and enjoyment during their play. For example, one child squealed with excitement when they splashed in the water and got wet. Children have a particularly good sense of belonging and are forming meaningful relationships with their peers and staff, including them in their play and going to sit on their lap. They spontaneously smile at staff and other adults around them. Children go to staff for reassurance and smile as staff sing or read a story with them. Children show familiarity with their routines. For instance, after lunch, nearly all children know where to go for their nap and settle well, as they feel secure. Others routinely help themselves to water, which is freely available in most areas.

Children interact well with each other and staff. They talk to staff about their play and many children enjoy playing together. Older children support younger ones in their chosen activity and are respectful of their needs and abilities. We saw a small group playing football, negotiating who was going to be the goalkeeper. Children co-operate well and are actively interested and engaged. A group of pre-school children proudly showed staff the boat they had made out of large wooden blocks. One child brought a chair to add to it so they could row the boat. Children are clearly familiar with the expectations of their behaviour and responded positively to gentle reminders from staff to share, listen and use kind hands.

Children are enthusiastic and interested in their play and learning. They enjoy a good balance of self-directed and adult led play. They access a wide variety of activities and resources appropriate for their age and stage of development. Children have very regular exercise, playing outside in the fresh air. They show great excitement and smile broadly as they run to seek out their favourite activity. They laugh as they play ‘peep po’ in the tunnel and join in with a group, listening to a story. They have good opportunities for active and imaginative play. Children receive encouragement to be curious and investigate the resources they use.

Most children are developing independence skills appropriate to their age and ability. Older children use the toilet, wash, and dry their hands on their own, while others are supported by staff. Children eat independently at lunch time and babies are given time to develop these skills, with much encouragement from staff. Children are learning to respect their toys and to keep the environment safe for others, by tidying them away after they use them.

They are also learning to care for themselves effectively by listening to reminders to ‘be careful’ and ‘slow down.’

Care and Development — Good

Staff are effective in keeping children safe and healthy. The setting has a good range of policies and procedures in place to support staff, including a safeguarding and additional learning needs policy and procedure. Staff understand their responsibility to be vigilant and understand the processes to follow to deal with any concerns. They receive safeguarding training and keep up to date with all relevant information. Staff consider children's individual health needs appropriately, providing care in line with their requirements. Leaders have reviewed and updated some policies such as transporting children and providing food, during this inspection. The setting offers a range of healthy and well-balanced meals and snacks which are freshly prepared on site. Children are offered water at mealtimes and have access to drinking water in areas where they play. Staff appropriately record, maintain and review accident, incident, and medication records.

Staff interact very well with children and build positive relationships with them. They are warm, kind and offer reassurance to children when needed. For example, we saw a child looking to a staff member for comfort as they woke up. The staff member was sensitive and attuned to their non-verbal cues. They stayed close to the child, using gentle and calm tones to reassure them. Staff understand the behaviour management policy and implement positive behaviour management strategies well. Staff praise and reinforce positive behaviour at every opportunity for example, when children help tidy up or share a toy successfully. Staff support children to become responsible for their own behaviour. For example, in the pre-school, children are given responsibilities at mealtimes, such as serving food to their peers and helping sort the recycling.

Staff are very familiar with the children in their care. They treat them with respect. They support children to speak and express themselves, as they respond to their questions and requests. Staff conduct regular observations of the children, which supports their understanding of each child's individual needs. They use this information to support children when they move into other areas of the setting or when moving onto school. Staff plan well for all age ranges, promoting exciting and engaging opportunities for a wide range of skills and experiences. They are currently implementing a new method of planning and monitoring children's development, in line with the New Curriculum for Wales and the curiosity approach. Staff encourage children to follow their own interests and support this. Some staff members use incidental Welsh and there are bi-lingual displays and signage around the setting. The setting does not provide an active offer of the Welsh language.

Environment — Good

Leaders ensure the environment is safe and secure. They have risk assessments in place that cover most areas of the setting. During this inspection, leaders have reviewed the risk assessment process further and introduced daily checklists to ensure risks are identified and addressed promptly. People who run the setting provide a secure entrance which is supported by an effective procedure to welcome children in each day. Staff keep records of all visitors to the setting. The premises is well maintained, with required servicing of gas, electric and fire systems in place.

Leaders provide an environment which is bright, welcoming and that provides good facilities for the care of children. Staff carry out regular cleaning of toys and equipment. Staff adapt an area for children to sleep within their base room or young children have a sleep room. Leaders have reviewed the arrangements for the supervision of sleeping babies and this is written in the sleep policy. There are appropriate dining areas and good nappy changing facilities and toilets in each base area. The outside areas are very well-designed and are used regularly as part of the daily routine. There are different play spaces for children of different ages, with different play opportunities and experiences for children in the open air. For example, planting and physical activities. Leaders have provided canopies to provide shade and other places have shade during the day, to enable children to enjoy being outdoors, but safe in the sun.

People who run the setting ensure that resources and equipment are plentiful and of excellent quality and we saw that they are clean and well maintained. Children access tables and chairs of a suitable size. There is a wide range of equipment available in each base room and most resources are easily accessible, promoting independence. Children access resources which are appropriate for their stage of development and promote their curiosity and discovery. Children learn about aspects of diverse cultures and children's work is displayed prominently in the playrooms. Outside, resources are plentiful and interesting, including a large outdoor kitchen, tables, and chairs, balancing resources, and many opportunities for messy and physical play. Children have facilities for planting fruit and vegetables, which they enjoy eating when they have grown.

Leadership and Management — Adequate

Leaders are very experienced and keen to provide a safe, flexible, reliable service for children and their parents. They are relatively well organised and ensure that procedures are in place to support the operation of the setting. Leadership and management is effective in some areas but requires improvement in others, to ensure that the improvements made are effectively embedded in the setting and are monitored. The person who runs the setting is open to discussion and demonstrates a strong commitment to resolve issues. They have recently updated a number of policies, procedures, and documentation to ensure they are robust and reflect how the setting cares for children safely and in line with current legislation. For example, the medication policy, safeguarding policy, and lunch cover arrangements. Leaders have recently had to review the day to day management arrangements, and these are being embedded in practice. There is a clear statement of purpose that outlines how the setting operates.

Leaders have appropriate arrangements in place to monitor the care provided and they evaluate many aspects of the service well, but this process requires improvement. They do not always successfully identify improvements that are required within the quality of care review process. Leaders are committed to ongoing progress and addressed nearly all the issues identified at this inspection promptly. They complete the required CIW online Self-Assessment of Service Statement (SASS) and submit it when requested.

Leaders recruit and employ staff safely. Some staff have worked at the setting for many years and work very well as a team, providing consistent care for children. They nearly all have a childcare qualification. They maintain staff files well and they evidence that they are clear regarding the checks and information required by regulations. Records and information from staff show that staff receive a thorough induction for their role and are clear about their responsibilities. The leaders provide good daily support to the staff team. Staff told us they feel supported by the management, enjoy their job and they get regular training to keep their knowledge updated. Records show that staff receive supervision occasionally, but they did not consistently receive an annual appraisal. People who run the setting have addressed this. Leaders ensure that, for most of the time, staff are deployed effectively, and they meet the adult: child recommendations outlined in the NMS. However, there was evidence that there have been occasions when the NMS have not been adhered to in relation to maintaining staffing over the lunch period and when children have been asleep. Leaders gave a reasoned account of why this occurred and gave assurances that it did not impact on the care given to children. They have since reviewed their deployment of staff over the lunch period to ensure ratios are maintained. They have outlined how they do this in their operational plan. Therefore, no further action is required.

Leaders have developed good partnerships with parents and the local authority. They work closely with parents when making decisions about their child’s well-being and keep them very well informed and updated. They have established good systems of communication

and use secure social media as well as an electronic app to share photos and key information with parents. Nearly all CIW surveys completed by parents were very positive regarding the staff and the service they receive. Leaders have established useful links with the local authority Flying Start service and are beginning to work with them to provide places for their scheme.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A
24	The provider must promote and protect the health of children and ensure medicines are administered as prescribed.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
During the course of this inspection, the provider has reviewed and improved many aspects of the setting. Many of these are recorded in the body of the inspection report. Therefore, the recommendations have in the main, been met. People who run the setting need to monitor how successfully the changes to policies and documentation are embedded in the setting.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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