

# Rainbow Childcare Day Care of Children

19 Howgate  
Kilwinning  
KA13 6EN

Telephone: 01294 557 651

**Type of inspection:**  
Unannounced

**Completed on:**  
23 November 2022

**Service provided by:**  
Rainbow Cottage Nursery Limited

**Service provider number:**  
SP2003000885

**Service no:**  
CS2003004229

## About the service

Rainbow Childcare is located in Kilwinning, North Ayrshire to provide a daycare of children service to:

- A maximum of 92 children at any one time within the church building, of whom no more than 60 children are aged 3 to not yet attending primary school fulltime at the front of the building and 32 children aged 3 to not yet attending primary school fulltime at the rear of the building.
- A maximum of 42 children aged 0-3 years within the cottage building.
- A maximum of 64 children from primary school age up to the age of 16 years within the out of school building.

The service has made an application to remove the primary school age condition from their registration as they no longer provide this service.

The nursery is accommodated in two standalone buildings one being the cottage and the other the church. There are four enclosed outdoor areas children can access. Children have opportunities for outings within the community to local shops, playparks and green spaces.

## About the inspection

This was an unannounced inspection which took place on 17 November 2022 between 09:30 and 16:15. Three inspectors carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children using the service
- received 18 questionnaire responses from parents/carers
- had virtual meetings with four staff and management team
- received 11 staff questionnaire responses
- observed practice and the facilities
- reviewed a sample of relevant documents.

## Key messages

- Children were confident, happy, settled and engaged in play, motivated to learn whilst having fun
- Children experienced caring and nurturing interactions which supported them to be confident and happy
- Children benefited from an indoor environment that was fun, stimulating and organised to meet their individual developmental needs
- Importance was placed on play and learning outdoors
- Management and staff had created a culture of improvement involving children and their families, considering what was working well and what could be improved on
- Staff deployment after lunch times in the little acorns room should be reviewed.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how they supported positive outcomes for children therefore we evaluated this question as very good.

### Quality indicator 1.1 Nurturing care and support

Children experienced nurturing care from a staff team who respected children as individuals. Staff offered appropriate affection to children in a respectful and playful manner, supporting children to feel loved and cared for. Parents comments included: "The quality of care the nursery provide is outstanding. I feel the play and learning opportunities are excellent. The learning is all age appropriate which includes social skills, hand eye coordination, language and the staff often ask if there are any goals I'd like him to achieve".

Interactions between staff and children were warm, playful, and engaging to support children in their development. Children were supported to express their thoughts and feelings. This helped children to be confident, feeling safe to communicate their likes and dislikes.

Children's wellbeing was promoted from staff who knew them well. Staff understood individual care and support needs and adapted their approaches to suit each child. Personal plans had been created to enable staff to provide personalised care to meet children's individual health, safety and wellbeing needs. This ensured children received continuity linking with home. Parents reviewed plans and were given regular updates on children's progress considering health and wellbeing. We discussed with the manager where a parent felt this could be improved on with the manager committed to reviewing and take action as needed.

Children benefited from a sociable, unhurried meal experience. The benefit of two sessions for lunch meant a continuous pace of the day for children, with no interruptions to their play. Staff sat with the children and offered support to encourage self help skills. We discussed further development of lunch to ensure children have choice in all aspects of their meal. Staff sat at the table or next to the children to offer support and respond to any safety concerns such as choking. We asked the manager to ensure all staff are familiar with current good practice guidance: prevention and management of choking episodes in babies and children.

### Quality indicator 1.3 Play and learning

Children were meaningfully and actively involved in play. We observed children having fun, confidently taking ownership. Children were able to take the lead in their play, developing their independence skills as they selected their name to put onto their creations. This enabled them to feel included, develop a sense of belonging and developing their early literacy skills. Children had access to their own individual folder they could revisit and add to their creations, supporting them to develop a sense of achievement.

Older children planned and created an obstacle course considering how this would work developing early mathematical skills in size, measurement and weight. Younger children were beginning to make connections through simple routines and the use of rhymes and songs as staff played alongside them.

Play was a good balance of planned and child initiated experiences led by staff knowledge of children. Staff used observations recorded using online journals and information from home. Children led their own play having fun, independently making choices. Children were beginning to develop decision making skills as they negotiated taking turns helping to develop resilience and lifelong learning skills through play.

Staff demonstrated a genuine interest in children's play celebrating their achievements using positive reinforcement. Children were confident and motivated to learn.

Children benefitted from daily opportunities for outdoor play helping to develop physical skills in fresh air and natural daylight. Staff offered children gentle guidance as they patiently encouraged children to change into outdoor clothes. This supported children to be independent going at their own pace. Outdoor play offered children the opportunity to learn about the wider world with open ended opportunities to explore and discover experiencing every day activities as the splashed in the puddles, played in the mud kitchen and explored the loose part resources. Almost all parents positively viewed their child's outdoor experience with one parent commenting: "My daughter engages in outdoor play every day during her time at Rainbow. There are opportunities for messy play, role play, reading and mark making. The garden offers experiences for children to use their senses and imagination and I am also aware that there are opportunities for children to plant fruits and vegetables in the garden".

## How good is our setting?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how they supported positive outcomes for children therefore we evaluated this question as very good.

### Quality indicator 2.2 Children experience high quality facilities

Children experienced a warm and welcoming environment organised to meet their developmental stages. Areas with soft furnishings had been created including a sofa and an adult chair within the younger children's playroom. This provided a space where children could relax, feel safe, happy and cosy, giving children a sense of care and wellbeing.

Suitable risk assessments for indoors and outdoors took a risk benefit approach, making sure any action was put in place to help keep children safe. Staff worked well together to identify and remove risks to children within the setting, both indoors and outdoors. This included secure entry systems, clear boundary fencing for outdoor play, and regular headcounts and communication between staff.

The provider and manager had reviewed all available space making the decision to have identified lunchrooms/space for children to have snacks and meals. This contributed positively to children's mealtime experiences in creating a relaxed and sociable eating environment.

Suitable furniture and resources helped create a calming space for children. The layout of the playrooms enabled children to engage in a wide variety of play activities on their own, in small or larger groups. Playrooms took account of children's stages of development with space for younger children to move around, pulling themselves up to standing and walking freely, helping their physical development. Spaces reflected children's interests and were resourced to support choice for children in their play and learning.

Children benefited from accessing an outdoor space that provided lots of opportunities for curiosity, investigation, and experimentation. Each playroom had an identified play area resourced for their developmental stage, offering children the opportunity to explore and discover. The location of the outdoor play areas meant children could not safely free flow outdoors, however, staff had developed a system for older children to choose whether to play indoors or outdoors. Younger children accessed outdoors in small groups led by staff who used their observations of children to promote outdoor play. We discussed with the

manager how this could be introduced to the younger children when they are developmentally ready. This will help to support children's transitions.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how they supported positive outcomes for children therefore we evaluated this question as very good.

### Quality indicator 3.1 Quality assurance and improvement are led well

Improvement of the service was a priority for staff and management. They had taken positive action to successfully address any areas identified from the last inspection report to make improvements. Regular monitoring of record keeping and playroom practice was carried out. This encouraged staff to reflect on their practice making changes needed to ensure improved experiences for children and their families.

A review of the service vision, values and aims had taken place. Leaders had successfully led the staff in having a shared vision, values and aims to benefit staff practice. Together staff and management were committed to ensuring children and their families have the best possible experience.

Almost all parents who responded to us felt they had been consulted and given opportunity to provide feedback. Several parents told us they felt they could approach any staff or management if they had any concerns or to provide feedback. A few parents shared their personal experience with us. Where there were areas they felt could be improved on, we agreed with the manager this would be taken forward by evaluating and making any changes based on research and evidence enabling continuous improvement.

Staff were motivated about their roles within the service and worked together as a team sharing ideas to ensure quality care and play experiences for children in their care. Reflecting on practice and self-evaluation was carried out by staff daily, supported weekly playroom meetings to look at what was working well and what could be improved on. Management attended these taking a shared approach to decision making valuing staff contributions.

All staff demonstrated they felt fully supported by the management team placing quality at the centre of their delivery. Having a shared responsibility contributed to the positive culture we observed during the inspection.

Staff reviews took place regularly where staff and managers reflected on practice, discussed strengths and agreed on areas for development. This leadership supported staff to have shared aspirations and confidence to support children to reach their potential.

As a whole team the staff team made sure they were looking for outwards learning from each other. The manager and the recently appointed deputy manager should continue with their plan to further strengthen this practice to ensure all staff are consistently understanding and meeting the rights of the child. All staff should familiarise themselves with 'A quality framework for daycare of children, childminding and school aged childcare' as an additional self-evaluation tool linked to the Health and Social Care Standards.

## How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how they supported positive outcomes for children therefore we evaluated this question as very good.

### 4.3 Staff Deployment

Staff were motivated within their roles and there were sufficient staff to meet the needs of the children attending. Additional staff supported children to safely access outdoor play areas. Staff knew children well interacting positively to support children's development. Staff demonstrated a genuine interest in children and their welfare. Parents told us staff were friendly and approachable and had built relationships with their child.

Staff were effectively supported by the senior leadership team who spent time within the nursery playrooms. Several parents commented with the relationship with managers valuing they knew their child by name. This helped to build positive working relationships and allowed time for professional discussion. Staff were happy, engaging and sharing tasks through working as a team. Staff breaks and lunches were organised to minimise disruption, ensuring the day ran smoothly to support the play, care and learning of the children.

Staff told us they were listened to, felt valued and were fully aware of the improvement plan. Staff have varied skills and experience with the capacity to further develop as a team by continuing to share practice ideas.

Staff were responsible for the development of areas both indoors and outdoors within the learning environment. Staff communicated well with each other to support children in their learning and development. Staff rotas showed consistent members of staff were within the learning environment, supporting children throughout the day in each playroom providing a consistent approach for children and families.

However, whilst children's needs were met, we noted staff during the period after lunch within the baby playroom could have been better deployed to ensure consistent care at this busy time. The management team had identified this during monitoring of lunch times and agreed this would continue to be reviewed with action taken as needed to make improvements.

There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To further minimise the risk of infection and cross contamination:

- All cleaning and hygiene practices should be reviewed to follow current good practice guidance and be carried out in accordance with 'COVID-19 – Information and Guidance for Non-Healthcare Settings'. This is

with particular reference to the storage of children's coats and bags, the location and use of handwashing stations and the balance of additional decorative materials and resources in playrooms which may be difficult to clean.

- Staff should refresh their PPE training and adhere to Scottish Government guidance in relation to the wearing of face coverings.
- All risk assessments including their Covid-19 risk assessment should be updated to reflect the most recent changes to Scottish Government guidance.

This is to demonstrate the Health and Social Care Standards, My support, my life, which state:

5.17 My environment is secure and safe.

5.22 I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.

4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.

**This area for improvement was made on 27 July 2021.**

## Action taken since then

Restrictions surrounding Covid 19 had been removed including the wearing of face masks. We observed staff and children handwashing at appropriate times. Cleaning records are kept and the provider advised a weekly deep clean is carried out. We assessed the environment to be clean including children's changing areas.

## Previous area for improvement 2

To maximise the use of outdoors and support children's wellbeing management and staff should review the layout of the indoor and outdoor environment.

Priority should be given to:

- Providing children with free flowing access to outdoor play throughout the day.
- The storage and availability of resources enabling children to choose from and access a wide range of experiences.
- Continuing to review the pace and balance of the day in order to meet children's individual needs and promote positive learning outcomes.

This is to demonstrate the Health and Social Care Standards, My support, my life, which state:

2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.

5.20 I have enough physical space to meet my needs and wishes.

5.21 I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices.



1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities everyday, both indoors and outdoors.

**This area for improvement was made on 27 July 2021.**

#### Action taken since then

Systems had been developed for older children to choose when to play outdoors. A range of resources including loose parts including the ongoing development of a planting area was available for children to access. Space indoors was organised to meet children's needs.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Care Inspectorate  
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11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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