

Rainbow Bright Childcare Day Care of Children

99 Camperdown Road
Dundee
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Telephone: 01382 826 743

Type of inspection:
Unannounced

Completed on:
1 May 2025

Service provided by:
Rainbow Bright Child Care Limited

Service provider number:
SP2008010087

Service no:
CS2008186514

About the service

Rainbow Bright Childcare is a daycare service registered to provide care to a maximum of 60 children aged from 0 -12 years at any one time, of whom no more than 14 are less than 2 years of age.

The nursery is situated in a residential area of Dundee, close to schools, parks and shops. There is a 0-2 playroom and a 2-5 playroom. The children have direct access to designated outdoor areas from the playrooms.

About the inspection

This was an unannounced inspection which took place on Monday 28 April 2025 between 10:30 and 17:15 and Tuesday 29 April between 08:40 and 14:00. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service and gathered the views of 9 of their family members through MS Forms and one parent during the inspection;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment;
- safety of the physical environment, indoors and outdoors;
- the quality of personal plans and how well children's needs are being met;.
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were engaged in their play and learning, having fun as they participated in a range of activities and experiences.
- Staff interacted warmly and respectfully with children, contributing to children feeling secure and valued.
- Staff knew children well which supported them in meeting children's individual needs.
- Children explored the outdoor spaces which supported their curiosity and provided opportunities for fresh air and active play.
- Management and staff were committed to the continued development of the service.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 1.1 Nurturing care and support

Children were relaxed and confident in the care of staff who were kind and nurturing. There was laughter and chatter as children enjoyed their play with friends and staff. Staff were responsive to children's individual needs and cues, with praise and encouragement given throughout the inspection. We recognised that children with Additional Support Needs (ASNs) were well supported, for example, staff were discussing children's needs and the support needed to meet the needs. Children came to staff for cuddles and staff offered them if that was what the child wanted. This showed children they were valued and loved.

Positive relationships had been developed between staff and children. Attachments were developing with staff engaging with children at their level. Interactions between staff and children were warm and sensitive, which showed children they were respected and valued.

Children's health and wellbeing benefitted from effective personal planning. Staff worked with parents to ensure detailed information was recorded to promote care and support that was right for the individual child. A parent told us "Personal plans are updated regularly. The content is shared, agreed and signed off by myself". Another parent shared "We are included in our children's personal plan at all stages of their development. We review it when necessary and again when it requires changing. We can add or remove any information and work with the staff". Staff also worked with other professionals and agencies to support children and help them thrive. Plans were reviewed and updated to ensure the information was current for the child. Staff should ensure that detail is contained within the updates to help staff care for and support the child consistently.

Mealtimes were sociable and unhurried experiences where children were encouraged to be independent and develop life skills, as they self-served their food. The children in the 0-2 room were supported by staff to serve their food when needed. The service had introduced a rolling snack in the 2-5 playroom providing children with the opportunity to choose when to have snack. Lunch was calm, as staff sat with the children engaging in conversation, praising and encouraging and ensuring children were safe as they ate. The older children participated in the preparation of snacks and the weighing of ingredients for meals. This provided opportunities for discussions around healthy foods and practising life skills, such as cutting fruit and vegetables. We discussed with staff how mealtimes could be further developed, for example, introducing crockery instead of plastic plates.

Medication was appropriately stored and recorded in line with current best practice guidance. Weekly and monthly audits ensured the correct storage for the medication and all information and consents were gained before medication was administered to children. This ensured children were kept safe if they required medication.

Quality Indicator 1.3 Play and learning

Children were having fun and were engaged in their play. They experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. For example, the children in the 0-2 playroom had an interest in the youngest babies attending the setting and their care. Staff provided flour and water for the children to make bottles for the dolls. A couple of the older children enjoyed building with large bricks and blocks while others were bug hunting.

Children had access to resources which met their interests and needs. Resources in the playrooms and outdoors, included natural and open-ended materials. They were age appropriate and easily accessible for the children, so they independently chose what they wanted to play with, encouraging their decision-making skills. Staff were continuing to develop the environment and introduce resources to extend children's play, for example, paint outdoors and creating tuff trays. This ensured all children had opportunities to explore, use their imaginations and be curious.

Responsive planning approaches to children's learning were beginning to embed within the service as staff knowledge and skills improved. Staff were responsive to children's interests and ensured resources were available to meet these interests and support children to lead their own play. Staff were using national guidance and curriculum to support children in their learning. Staff recorded observations of children's learning and progress within their learning journals, identifying next steps when appropriate. The next steps were tracked and monitored within the journals. The journals were regularly shared with parents to keep them informed about their child's learning and development. Staff talked of including the younger children's voice within the journals and were discussing how this could happen. The child's voice could also be further strengthened in the floorbooks, which would encourage the children to have ownership of their learning and the floorbooks.

Children were becoming familiar with the local community through visits to the foodbank, walks and trips to the library. They were developing links with local community groups and planning to develop intergenerational experiences with the local care home. This helped children to build connections and to feel part of the community.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 2.2 Children experience high quality facilities

Children were cared for in a welcoming and bright environment, which was clean and well maintained. The nursery corridor had been developed and was now an inviting space with a variety of information displayed for families, including the feedback from a recent consultation. This ensured families were kept informed of nursery information and improvements. A parent commented, "The staff are always welcoming when we come in, the entry has a warm feel to it with fruit and water to take freely when coming or leaving".

Children were confident and secure in the nursery environment. The playrooms had space for children to learn and extend their play and ideas if they wished, as did the outdoors. Child height furniture provided comfort and ease of use, while storage and shelving encouraged children to independently choose the resources they wished. As a result, children felt valued.

Soft furnishings, such as cushions and blankets, provided more comfortable spaces for the children to relax and have a quieter experience. For example, one of the toddlers in the baby room sat in the wooden pyramid, pulled a blanket over his legs, picked up a book and sat for a couple of minutes watching the other children move around the room. Appropriate use of soft music within the playrooms, helped to calm the environment.

A range of age-appropriate resources and loose parts reflected children's interests indoors and outside, for

example, the younger children were enjoying splashing in the water outdoors, while another was using different scoops for pouring the sand in the sand tray. Resources and provocations had been developed since the last inspection, encouraging children to think, problem solve and be curious. Staff should continue to identify and provide challenge for children when needed to ensure their development and progression.

Risk assessments were undertaken for all areas of the service, including the indoor and outdoor environments. These informed checks that were carried out at the start and end of the day, identifying any risks needing addressed. Staff discussed undertaking visual risk assessing as they supervised children. Children were also involved in the risk assessing of the nursery with responsibilities and roles given to them, for example, checking the garden for risks. Robust risk assessments ensured children were kept safe.

Infection prevention and control measures were in place to support children's wellbeing. Handwashing by staff and children was carried out regularly throughout the day. Staff wore personal protective equipment (PPE) when required to do so. Cleaning schedules were in place and helped staff monitor the cleaning of toys and the environment. These measures ensured the potential for the spread of infection was reduced.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 3.1 Quality assurance and improvement are led well

Management and staff engaged well in the inspection process, keen to discuss and share where the service was currently and the improvements that had taken place. They were motivated and responsive to suggestions made during the inspection to continue to improve the service and outcomes for children and families.

Vision and values were in place ensuring a clear and shared direction for the service. A quality assurance calendar kept management and staff on track with the monitoring and evaluation of the service, supporting the improvement agenda. An improvement plan was in place with identified priorities to further improve the service.

Quality assurance systems were in place and supported improvements within the setting through regular and robust evaluation, monitoring and auditing. Staff had made use of PDSA (Plan, Do, Study, Act), a model for carrying out change. Tracking of the improvement journey was evident within floorbooks. Feedback from regular parental consultations also influenced improvements within the setting. A parent shared "I really like the changes the nursery has made and the way they have kept me updated as a parent, asking for my feedback throughout has been great". Parents also commented that they felt included and involved in the service and received effective communication from them, for example, through the app, newsletters and from more informed handovers. Management and staff should further embed the quality assurance systems into practice to support the continuous evaluation and development of the service.

Management was encouraging and supporting staff to become knowledgeable with best practice guidance and theory, for example, schemas and the Reggio Emilia approach. Staff were using this knowledge and confidence to take on champion roles, such as mealtimes and rights-based approach to support positive outcomes for children and the continued improvement of the service.

Policies and procedures were in place which underpinned the service and supported staff practice. These

were reviewed regularly to ensure they remained current and continued to follow best practice guidance.

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality 4.3 Staff deployment

Staff were warm, welcoming and confidently discussed their roles and responsibilities. A parent told us "Staff are incredibly welcoming at drop offs and pick ups. All staff say hello and everyone welcomes you with a smile". There was a mix of experience, knowledge and skills within the staff team which management took into consideration when staffing the rooms to meet children's needs. Staff worked well together as a team and communicated with each other when leaving rooms to ensure consistency in children's care, play and learning.

Staff talked positively of their induction and mentoring within the setting, making use of the nursery induction checklist and the National Induction Resource. We discussed tailoring the induction checklist to the individual to allow time to become familiar with and process the information read.

Ratios were met throughout the inspection with additional staff in the playrooms to meet children's individual needs. Management was visible within the rooms, supporting staff when needed. Staff deployment was flexible, with staff moving between indoors and outside to ensure the children were well supervised. Management should ensure this continues if the nursery gets busier and children's needs continue to be met.

Staff were improving their knowledge and skills through a range of training opportunities, including mandatory training. They had identified further training and learning during supervisions and appraisals. Staff should ensure they reflect on all the training undertaken and the influence it has had on their practice. This would support their professional development.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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