

# Ringle Rainbow Nursery

Unique reference number (URN): 2747539

Address: St. Faiths Centre, Moncktons Lane, Maidstone, ME14 2PY

Type: Childcare on non-domestic premises

Registered with Ofsted: 06/10/2023

Registers: EYR

Registered person: Rainbow Nursery and Preschool LTD

## Inspection report: 25 March 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ●
Needs attention	
Urgent improvement	

### Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Children's welfare and wellbeing

Strong standard ●

Through well-designed routines, children develop an understanding of behaviours and habits that support their welfare and wellbeing, such as a healthy diet and oral health. Staff take on key roles to implement daily physical activities and learning opportunities. This securely embeds the importance of movement and physical play for children of all ages and abilities.

Relationships are extremely secure. Children seek out trusted adults and settle quickly after short moments of comfort. Staff use calm voices and clear routines. Children begin to name their feelings and accept help when they find things difficult. They recover quickly because they feel understood.

Children who may be disadvantaged and those with additional needs receive effective support, ensuring their welfare and wellbeing are prioritised. Staff promote healthy routines such as regular handwashing and safe eating practices, and they encourage children to take responsibility for their own hygiene.

Healthy, balanced meals are enjoyed by the children. Staff follow strict procedures for allergies and dietary needs so children stay safe and parental preferences are met. Older children show independence by serving themselves and clearing away their plates. For instance, they pour drinks and scrape their plates after lunchtime. Staff supervise mealtimes well, promoting social interaction. Staff sit with children, engaging them in conversations about foods they like and about the day. The relaxed atmosphere successfully enhances children's social skills.

Staff consistently follow robust procedures to promote children's safety and welfare. They involve children in managing their own safety. For example, children tell adults the golden rules that keep them safe during forest school.

### Curriculum and teaching

Strong standard ●

Leaders and staff plan an enriching curriculum, such as forest school, that sparks children's imagination, creativity and natural curiosity. This includes weekly trips into the woods to learn about nature first hand. Staff make sure that all children can take part in activities. They adapt the environment and resources so that children who need extra support can join in with their friends. This helps children to feel included and develop confidence in their abilities.

Children with special educational needs and/or disabilities (SEND) receive targeted support from the nursery staff. Leaders ensure staff are effective at identifying gaps in children's learning and supporting children with SEND. Staff are knowledgeable about children's individual needs and manage these in a positive way. For example, staff have worked with specialist teachers to support children and their families who have been identified as needing further support to develop their emerging language skills.

Assessment is ongoing and informs teaching. Staff use effective systems and individual plans to ensure learning is matched to each child's starting point and stage of development. Staff communicate regularly with families, sharing progress and next steps, and they work together to ensure that every child receives the support they need to succeed. The curriculum is well taught, and children make consistent progress across all areas of learning.

Mathematical language and concepts are woven into everyday routines and play. Children count during activities such as filling containers or sharing resources, and they develop an understanding that numbers represent quantity. Staff introduce mathematical concepts such as 'big', 'little', 'more' and 'less', supporting children to use mathematical language in meaningful contexts.

## **Inclusion**

**Strong standard** ●

Leaders and staff identify and assess children's individual needs with care and precision. Staff quickly recognise when a child requires additional support and respond by coordinating with external professionals and adapting routines. For example, children with physical needs benefit from joint meetings with therapists and tailored equipment.

Leaders ensure that children who are known to, or previously known to, children's social care are well supported. They welcome other agencies into the nursery to work in partnership with children and families. These children develop close bonds with their key person. Staff know these children well and plan appropriately for their ongoing learning.

Leaders have an in-depth knowledge of their community and the families who use their nursery. They recognise that children have different starting points and life experiences and strive to minimise the barriers to their learning. For instance, some children speak English as an additional language, have special educational needs and/or disabilities or face other barriers.

Leaders acknowledge that some children do not have access to outdoor play spaces at home. Leaders make robust use of additional funding, such as early years pupil premium funding, to deepen and enrich children's social and cultural experiences. For example, leaders organise weekly visits to forest school, and children enjoy taking home the nursery hamster and completing her journal. Staff use these opportunities to broaden children's experiences. This, in turn, supports children's knowledge and understanding of the world.

Staff work in partnership with parents and other professionals to provide targeted support and close any gaps in children's learning. Any additional funding the nursery receives is used to support children's individual needs.

## **Leadership and governance**

**Strong standard** ●

Leaders have established an inclusive culture where all children, including those who are disadvantaged and those with special educational needs and/or disabilities, are identified swiftly and supported effectively. Leaders work in partnership with parents and professionals to secure support and interventions for children as needed. Leaders ensure that staff have an understanding of their roles and responsibilities. Staff are reflective. For instance, they

share ideas during meetings, which leads to the planning of new activities and continuous improvements to the nursery.

Recruitment procedures are robust to ensure that staff are suitable, with a well-structured induction programme that is followed by all newly appointed staff. Regular and meaningful supervision arrangements and in-the-moment coaching ensure staff continue to be suitable and rapidly develop their confidence and skills. Leaders provide expert modelling and guidance to staff so that they develop a deep understanding of child development and are able to deliver consistent, high-quality teaching. Leaders' curriculum ethos is woven through all aspects of practice.

Staff wellbeing is a clear strength. Leaders check in with staff often and use supervision to offer guidance, reassurance and professional challenge. The open-door culture is genuine. Staff say they can talk to leaders at any time and feel heard. As a result, morale is high, staff feel happy in their jobs and stability across the team benefits children every day.

---

## Expected standard

### Achievement

Expected standard 

Children make progress through the curriculum, particularly in communication and language. Staff consistently model positive interactions that support children to develop vocabulary and confidence. Disadvantaged children, those with additional needs and those previously known to social care achieve well from their starting points, as evidenced by tailored interventions and regular monitoring. For example, children with speech and language needs receive targeted support through specialist input and individual plans. All children are well prepared for their next stage of learning with a curriculum that emphasises life skills, resilience and readiness for school.

Children develop their independence and self-care skills from an early age. Alongside this, children build confidence, resilience and social skills through collaborative play and problem-solving activities, such as engaging in imaginative role play in 'home corners'. These experiences ensure that children are well prepared for the next stage of their education, both in their learning and personal development.

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, typically progress well in their learning and development. Staff have clear strategies in place for communicating children's next steps, which enables them to support all children. Children's learning is consolidated by repeating activities, which builds children's confidence in the skills they have learned.

Staff plan an ambitious range of activities to support children in making good progress. However, during transitions between activities, children are occasionally unsure what is expected of them, which can affect the smooth flow of routines.

Staff have high expectations of children's behaviour and attitudes. They establish positive routines that help children to know what happens now and next. For instance, children know when it is tidy-up time or when it is time to wash their hands before meals. Children manage some self-care tasks, such as getting their coats on ready for outdoor play. Staff support children in building their independence by giving time for children to try and problem-solve to successfully manage putting their coats on. However, this can take a long time and children can become distracted.

Children are encouraged to cooperate, take turns and play alongside their friends. For example, young children share tools while making shapes with dough, and older children collaborate with staff and their friends as they pretend to cook in the role-play kitchen. Staff speak gently to children to help manage their emotions. Reasonable adjustments are made for children with special educational needs and/or disabilities and those who may face additional challenges. For example, staff provide visual cues and extra prompts to support them to engage fully with routines.

Leaders and staff monitor attendance carefully. They work with parents when children are late or struggle to attend the setting. Leaders ensure that they have the support they need to benefit fully from daily routines and learning.

---

---

## **What it's like to be a child at this setting**

Children are happy and learn through play in a warm and nurturing setting. Leaders have developed a curriculum to consistently meet the needs of all children, including those from disadvantaged backgrounds, which sees them making effective progress and achieving well. Children eagerly explore the well-planned environment and remain focused for sustained periods. Children benefit from warm, trusting relationships and confidently approach staff for comfort and reassurance. This helps them to feel they belong in the setting, including those who have recently joined.

Children access a well-sequenced curriculum that gradually develops their independence, social skills and communication and language abilities. This supports children to feel confident as they progress through the nursery and prepares them well for the next stage in their education. Children greatly enjoy their forest school sessions, where they develop independence and resilience as they explore and investigate the natural environment.

Children who attend the nursery live in a culturally diverse community. Many speak different languages at home, and staff use their home languages to enhance their developing communication skills. Leaders seek parents' views, and their contributions are used to drive change and improvement. For example, following parental feedback, leaders have introduced contact books as well as the online platform. These show parents who will be looking after their children and support children to settle smoothly into the nursery.

Children achieve well, feel a strong sense of belonging and thrive in an environment that nurtures their uniqueness, keeps them safe and prepares them well for their next steps. Leaders understand the importance of attendance and work flexibly with parents to help children attend regularly.

---

## Next steps

- Leaders should support practitioners to embed well-structured routines to help children consistently understand what is expected of them during transitions between activities.
- 

## About this inspection

The inspector spoke with leaders, staff, parents, children and a special educational needs coordinator during the inspection.

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.

---

### Inspector:

Collette Bradshaw

## About this setting

**Unique reference number (URN):** 2747539

### Address:

St. Faiths Centre  
Moncktons Lane  
Maidstone  
ME14 2PY

**Type:** Childcare on non-domestic premises

**Registration date:** 06/10/2023

**Registered person:** Rainbow Nursery and Preschool LTD

**Register(s):** EYR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

**Local authority:** Kent

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 25 March 2026

### Children numbers

**Age range of children at the time of inspection**

**2 to 4**

**Total number of places**

**25**

---

### Our grades explained

**Exceptional** ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

**Strong standard** ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard** ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



