

Little Rainbows Day Nursery Ltd

Inspection report for early years provision

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Inspector

Christine Stewart

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Little Rainbows Day Nursery was registered in 2004. The nursery is one of two settings privately owned and managed. It is situated in Wallasey, Wirral. There are three designated rooms and an enclosed outside play area.

The nursery is open weekdays from 8am to 6pm throughout the year, with the exception of public holidays and between Christmas and New Year. There are currently 52 children on roll. The setting is registered on the Early Years Register. A maximum of 36 children may attend the setting at any one time.

The setting employs 11 staff including the manager, who work with the children on a full- and part-time basis. The majority of the staff have appropriate early years qualifications at level 2 or above. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide an environment which is warm and welcoming. However, images to promote positive awareness of diversity are not evident. The staff have a sound knowledge of the Early Years Framework to support children's progress. However, they are less confident in their recording of children's development to track progress across all areas of learning. Partnership with parents is well promoted. Their comments and staff contribution is included in the self-evaluation process to promote continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve resources to support children's awareness of diversity
- revise the systems for tracking children's progress and learning to ensure it is balanced across all areas of learning
- review lunch and snack time routines to ensure children are not sitting for prolonged periods with little to do.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are in place and reviewed regularly. The staff have attended relevant training and hold the knowledge and skills to identify possible concerns and make the necessary referrals. Risk assessments are conducted for the whole premises, including outside areas and outings. Furniture, equipment and toys are kept clean and safe for children to use. Systems are in

place to ensure the appropriate checks are carried out on staff to make sure they are suitable to work with children. Additional policies have also been put into place for when students are working at the setting to ensure all adults working with the children are clear of their role. Playrooms are organised to provide interest for children who can also select from low units and bookcases which mean toys and resources are easily accessible to all with no gender bias. There are some toys and resources available which help children to understand the differing needs and abilities of other people and children.

The management and staff are committed to the continual improvement of the practice to promote better outcomes for children. Staff have good opportunities for their personal development through attending training and increasing their level of qualification to a National Vocational Qualification at level 3 and beyond. Self-evaluation systems are in place and take account of staff's and parent's comments and suggestions. This creates a team vision for the future improvement of the nursery. The manager and staff recognise the value of working with local authority advisors and are using the local authority's quality assurance document to target improvements.

The partnership with parents is good. Parents and carers are keen for their comments to be included within the report. They say they are 'very happy' with the care and education their children receive. They believe that a particular strength of the setting is that the manager and staff are approachable and always available to discuss any issues. Daily written and verbal information exchange and display boards provide a variety of information to keep parents informed. Children's development files are accessible and children's key workers discuss their progress with parents to encourage all to work together to support children's learning and progress. Staff communicate with other professionals, for example, the portage team and the speech therapist to encourage children's progress. The nursery sends children's transition documents on to schools to assist in their development. However, links with other providers delivering the Early Years Foundation Stage is in its infancy.

The quality and standards of the early years provision and outcomes for children

Staff have a sound knowledge of the Early Years Foundation Stage and how children learn. However, they are less confident in their recording systems to observe, assess and plan for children's progress. Therefore, it is difficult to ascertain if children receive a good balance of experience and progress in all areas of learning.

Good relationships are evident between the staff and children. Children enjoy themselves in the friendly and warm environment. They are appropriately comforted by staff with lots of cuddles and reassurance given. They make friends, they chat whilst they play and share and take turns. Children develop their independence as they choose what and who they play with. They have opportunities to make choices about their own play and learning as they freely access activities and resources. There is a balance of adult-led and child-initiated

activities that result in children being active learners. However, there are few resources to support children's awareness of diversity or develop their understanding of the wider world.

All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. Routines in the day help children to feel secure in an environment where they can predict what is coming next. However, the time spent by babies in high chairs and children at the tables waiting for snacks and meals is too long. During these times children and babies are not occupied or interested. Children's independence at meal times is not fostered. For example, at lunchtimes children's meals are plated up for them and their drinks poured out by members of staff. Snack times offer slightly more opportunity to be independent when some children are able to help chop the bananas and apples for their group.

Outside play provides good opportunity to take learning outdoors. Children explore in the soil and handle tools to dig and rake. They discuss why they need to prepare the raised planters to clear the weeds ready to plant again with seeds. They enthusiastically prepare some small pots to plant with seeds for Mother's Day. They are keen and animated to answer when asked 'what do the seeds need to grow strong and healthy?', learning first-hand why it is essential to nurture the seeds to obtain good results. They develop an awareness of life within the soil as they unearth worms. They express their delight as they watch the worms curl and then burrow down into the earth. They discuss size and shape as they hold the worms gently in the palm of their hand. Children enjoy a game with staff demonstrating their understanding of making connections. Staff ask 'which vegetable do rabbits like to crunch?' Children run without hesitation to the wall display pointing correctly to the carrot. Communication, language and literature are supported well in their outside play as staff read a story in the gazebo. Some children sit with a member of staff in a small group where they take turns to speak and listen and understand how to hold a conversation. Younger children have some opportunity to play outside and enjoy developing their physical skills as they push and play with the sit and ride toy.

The children learn about safety during their play, for example, to proceed with care when using the balancing stones and why they should not run around indoors. They regularly practise the fire evacuation procedure with staff. Drinking water is available throughout the day and staff are proactive in making sure that children and babies drink regularly to ensure they remain hydrated. All meals are prepared by an outside catering company and delivered to the setting. All individual dietary requirements are met and are catered for. Menus are displayed for parents to view and enable them to plan home meals accordingly. Children in all rooms eat well and appear to enjoy the day's meals, and snacks are social occasions with children sitting together at the table. Children are generally well behaved and show consideration towards adults and each other. Children's behaviour is effectively supported by staff who are positive role models.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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