

Little Rainbows

The Church, Abingdon Street, BLACKPOOL, FY1 1PP

Inspection date	12/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Attention to safeguarding children is paramount. The nursery have effective strategies in place to make sure that children are protected from harm.
- Children feel safe in the setting and are building secure relationships with key carers. Children behave well and have a clear understanding of boundaries and routines.
- Children are enthusiastic and independent as they freely access resources in a welcoming, attractive child-friendly environment. Staff organise the space effectively to enable children to make good progress overall in all areas of development.
- Effective monitoring systems have been established and implemented. This shows the nursery is taking positive steps to bring about changes to improve outcomes for children. Staff are well motivated to undertake training to develop their skills and knowledge.

It is not yet outstanding because

- The management of the settling-in processes for some children are not always as robust as necessary, to ensure that they are able to settle quickly.
- Children's speaking and listening skills are not always fully supported, as some staff miss opportunities to involve children in social interaction, for example, during snack or lunch times.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, the main playroom and the outdoor space.
- The inspector held meetings with the manager of the setting; the owner of the company and had discussions with the deputy manager and other members of staff.
Prior to the setting visit, the inspector viewed the provider's self-evaluation form.
- During the inspection, the inspector viewed children's assessment and planning records. The inspector also viewed regulatory documentation regarding adults' suitability, children's registration records and risk assessment forms.
- The inspector also took account of parents and carers spoken to on the day and parent evaluation forms completed previously.

Inspector

Jeanette Brookfield

Full Report

Information about the setting

Little Rainbows Day Nursery was registered in 2012 and operates from a self-contained section of a detached property in Blackpool. Children are cared for in four rooms on the ground floor. They have access to an enclosed outdoor play area.

The nursery opens Monday to Friday, all year round, apart from bank holidays and one week at Christmas. Sessions are from 8am to 6pm. The nursery is registered on the Early Years Register and receives funding for the provision of free early education to children aged three- and four-years-old. The nursery supports children, who speak English as an additional language and those with special educational needs and/or disabilities. There are currently 22 children attending, who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register, although, does not currently offer care to children aged over five years.

The nursery employs four members of childcare staff. The manager holds a BA (Honours) degree in Early Years and two other members of staff hold level 3 qualifications. One member of staff is employed on an apprenticeship scheme working towards a level 2 qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and further develop strategies, to enable parents to share their child's starting points more fully in initial assessments on entry; encourage them to continue to be fully involved when sharing information about their child's ongoing progress
- maximise the use of comments and open questions to extend children's thinking, for example, by using social occasions, such as snack and lunch time to enable children to talk about their experiences and activities they have been involved in.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the revised Early Years Foundation Stage framework. They are aware of how to monitor children's progress by referring to 'Development Matters,' which helps them to quickly identify any gaps in learning. Staff are very well supported by the provider, manager and the enthusiastic deputy, who are on hand to provide guidance as necessary. The key person caring for the youngest children focuses on the prime areas of learning. She is spontaneous and enthusiastic in her approach as she sings and says number rhyming songs during their routines. This supports them to develop good language skills. The staff involve parents in their children's ongoing learning and development as they share development records. A parents afternoon has been

arranged for the near future and all of them are welcomed into the nursery to share their diverse faiths and cultures. Consequently, children begin to develop an understanding of equality and diversity.

Staff provide good support as they get down to children's level. They are involved in their play and ask good questions that make them think. For example, when children play in the home corner and pretend to make cakes, staff introduce a cupcake recipe book. They ask, 'What do you need to make your cake?' then helps the children read out the ingredients. Children quickly find the whisk, bowls and spoons to follow through their actions. Staff sit with them and join in with their imaginary play effectively. Staff support children's language skills as they constantly talk to them, respond to their questions and encourage their conversations. However, this is not always consistent as some staff on occasion miss opportunities to extend children's thinking. For example, this happens during social occasions, such as snack and lunch times. Children are excited to explore the different resources and equipment available to them. They take great pleasure in planning and arranging their 'road' outdoors using large blocks then skilfully riding their bikes and cars around it. Resources and activities are well suited to children's interests and abilities. Children are suitably challenged by knowledgeable and caring staff and are motivated in their learning. They begin to understand that print carries meaning and handle books with care. They enjoy having stories read to them. Children are supported to develop an understanding of numbers. They learn to count a variety of objects up to five, such as the sensory items they have in the treasure basket while engaged in play with an adult. Older children successfully play and cooperate as they initiate an outside game of pouring water into small gutters on the wall from their buckets. Staff encourage them to predict how quickly the water will flow through the guttering and fill up their small containers. Children begin to develop an interest in technology as they have access to resources that promote this, such as the computer. They have opportunities to express their creativity as they use pencils, crayons and glitter paints to draw pictures and make marks.

The contribution of the early years provision to the well-being of children

Children play in a spacious and welcoming environment where an effective key person system is implemented. This helps children to feel secure and confident within the setting. They choose where they want to play and have access to a variety of suitable resources. This supports their play and learning well. Babies receive lots of close verbal and physical interaction that meets their emotional needs very well and they have formed clear attachments. If children hurt themselves, staff are quick to pick up on their demeanour and feelings and offer cuddles and reassurance. This ensures that they feel safe and secure. Children demonstrate a good understanding of safety as they walk carefully inside the nursery and when going down the steps to get outside. Babies are provided with space to crawl, stretch and explore in safety. They confidently use the furniture and equipment to pull themselves into a standing position and to develop competent walking skills. Staff implement appropriate behaviour management methods and effective policies support practice. They encourage children to learn good manners by sensitively reminding them to say 'please' and 'thank you' to each other. Pre-school children play cooperatively together and their behaviour is good. Older children also help look after younger babies and toddlers by offering to fetch their cutlery at lunch time or bring them toys to hold and

play with. They receive lots of positive praise from staff, which raises their self-esteem and confidence.

All children benefit from regular fresh air by playing in the outdoor area. They manoeuvre their sit-and-ride toys well around the area and ably climb and slide on the activity centre. Children manage their own personal hygiene needs very well and follow good routines, such as hand washing before meals, which promotes their good health. Even the younger children know the routines and line up carefully when they are getting ready to go to the bathroom to wash their hands. They enjoy fresh food cooked on the premises by the manager. Staff eat the same meals and sit with children encouraging them to eat correctly by example. Their independence is fostered well as they fetch their own cutlery to the table and start to pour their own drinks.

The effectiveness of the leadership and management of the early years provision

This nursery opened recently and is committed to providing a good quality care and learning experience for children. The management team have a clear understanding of their responsibilities in meeting the learning and development requirements. They ensure that they remain up-to-date with changes. Both the provider and manager have worked closely with the local authority to support their knowledge in respect of the revised Early Years Foundation Stage.

Management communicate effectively with staff and the views of staff, children and parents are sought, in order to evaluate the setting's strengths and areas for development. The resulting action plan sets targets that are realistic but challenging and they are monitored to measure the success of their impact on outcomes for children.

The manager and staff have a good understanding of safeguarding procedures as they are very sure about what to do if they have concerns about a child. Clear processes are followed, relevant contact numbers are in place and reporting and referral is robust, so that children are fully protected. Recruitment and selection is robust and induction is thorough as new staff members are supported fully by the senior management team. A record of Criminal Record Bureau checks is maintained. Well-defined procedures are in place for staff supervision, appraisal and their training needs are identified well. All staff meet regularly and have a 'policy of the month,' which is read and discussed in the meetings to ensure that they have understood it and are confident to implement it.

Partnerships with parents are strong. They speak highly of the nursery, commenting that they are 'really pleased' and state how quickly their children have progressed since starting at the setting. Parents complete an 'All about Me' booklet, which gives staff a good insight into children's likes, dislikes and interests. However, not all booklets are returned and ongoing opportunities to enable parents to fully engage in their child's learning and progress are not yet robustly encouraged. As a result, some parents and carers have fewer opportunities to contribute fully to their child's learning in the setting. Daily verbal feedback, and for young babies written daily diaries, are given to parents

ensuring that they are fully informed about their child's day. The manager and specific staff are well aware of which children receive external support from relevant professionals. Close liaison and attendance at meetings ensures that children's individual needs are well met, so that they and families are fully supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY436056
Local authority	Blackpool
Inspection number	790648
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	22
Name of provider	Quality Childcare Limited
Date of previous inspection	Not applicable
Telephone number	01253290694

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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