

Rainbows @ St Silas

St. Silas Primary School, Pengwern Street, LIVERPOOL, L8 3TP



Inspection date

23 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Processes for recruiting and inducting new staff are not thorough enough. For example, records for some staff of evidence of vetting and induction processes are not available for scrutiny. However, all staff have been subject to Disclosure and Barring Service checks to ensure their suitability to care for children.
- Methods of managing the performance of individual staff do not identify precisely enough what they need to do to continue to develop their knowledge and skills.
- Methods of assessing children's development do not always take account of what children can already do when they start. Assessment of children's progress in the pre-nursery room is not always thorough.
- Children's opportunities to learn about appropriate hygiene are less effective during snack time in the pre-nursery room.

It has the following strengths

- Children make rapid progress in their speaking skills. Effective teaching supports children's developing communication skills very well. Staff commentate on what children are doing and speak clearly. They encourage children to think and solve problems for themselves.
- Staff prioritise children's involvement in the local community. Children often go out for walks in the neighbourhood and take part in activities at the nearby children's centre.
- Children develop warm, nurturing relationships with staff. Staff encourage children to be kind and to cooperate with others. Children are well-behaved and full of enthusiasm.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure records that evidence robust processes for recruiting and inducting new staff are available for scrutiny.	30/04/2018

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

- provide greater detail in the assessment of children's development when they start and ongoing so that assessment of their progress is even more precise
- review the organisation of routines in the pre-nursery room to maximise opportunities for children to learn about appropriate hygiene.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and headteacher. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management requires improvement

Records to demonstrate the effectiveness of the nursery's recruitment and induction processes are not available for scrutiny. Consequently, the requirement for leaders to ensure vetting and induction processes are thorough is not met. Nevertheless, the potential risk to children's well-being is minimised as all staff have the required Disclosure and Barring Service checks in place. All staff are well qualified and experienced. They continue to access training, which has a positive impact on children's learning. For example, staff have accessed training to help them improve the environment to further support children's communication skills. Leaders monitor some aspects of children's learning and plans are in place to improve assessment across all areas of learning. Partnerships with parents, the host school and with other professionals are strong and contribute to children making good progress in their learning. Parents are particularly pleased with their children's progress in speaking. Safeguarding is effective. Staff know how to recognise and refer any concerns they have for children's welfare.

Quality of teaching, learning and assessment is good

Staff are effective teachers who take every opportunity during children's spontaneous play to boost their learning. For example, in the pre-nursery room staff help develop children's awareness of capacity and quantity as children fill and empty containers in the water. They offer encouragement as children balance on beams and count their steps with them. Babies explore water play. They enjoy the feel of water on their feet and feel the drips as staff squeeze out water from toy ducks. Toddlers confidently use some number names as they count the ducks. Staff make regular observations of children's development and share them with parents. Parents are encouraged to join in stay-and-play sessions which help them to continue their children's learning at home.

Personal development, behaviour and welfare are good

Children develop good levels of independence. For example, two-year-old children find tissues, wipe their noses and put the tissues in the bin. Children in the pre-nursery room often choose to play outside where they practise and refine their physical skills. Staff encourage children to make their own choices about where they play or what fruit they want to eat at snack time. This contributes to children's developing confidence and communication skills. Staff in the baby room respond swiftly to children's needs and give each child plenty of individual attention. Babies thrive as a result of the warm, affectionate bonds they develop with their key person. All children benefit from the nursery's positive approach to promoting inclusion and diversity. Children begin to learn about people whose culture or life experience is different from their own.

Outcomes for children are good

Children are well-prepared for the next stage in their learning, including their eventual move to school. They are confident and develop the ability to solve problems for themselves. Children make excellent progress in their communication skills. They demonstrate curiosity, enthusiasm and a keenness to explore.

Setting details

Unique reference number	EY542661
Local authority	Liverpool
Inspection number	1082369
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 2
Total number of places	18
Number of children on roll	15
Name of registered person	Rainbow Education Multi Academy Trust
Registered person unique reference number	RP542660
Date of previous inspection	Not applicable
Telephone number	0151 7276067

Rainbows @ St Silas registered in 2017 and is managed by Rainbow Education Multi Academy Trust. It is located within the school grounds of St. Silas Primary School. The nursery employs six members of staff. Of these, all hold appropriate qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday term time only. Sessions are from Monday to Friday 8am to 5pm.

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