

Rainbows@St Thomas'

St Thomas C Of E Junior And Infant School, Church Street, Warrington, WA3 3TH



Inspection date

9 July 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
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 is good

- Staff work effectively as a team to meet children's needs.
- Children benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their learning.
- Children are happy and settled. They have fun and achieve well.
- Staff create a rich environment, indoors and outdoors, that is planned well to offer children interest and challenge in all areas of learning.
- Children are learning the importance of socially acceptable behaviour. They are eager to help and value friendships with their peers.
- Leaders ensure a coordinated approach, in partnership with parents and different professionals, helps to ensure strong assessment and supportive provision for children who have special educational needs and/or disabilities.
- High priority is given to ensuring that children are emotionally well prepared and develop the key skills they need in readiness for their future move to school.

It is not yet outstanding because:

- Opportunities for continuous professional development are not always precisely focused or targeted to consistently raise the quality of teaching to an even higher level.
- Staff do not always make the very best use of what they know about individual children when planning ways to help them reach the next steps in their learning, particularly those who make rapid progress.
- Staff do not always make the very best use of the rich outdoor learning environment, particularly for children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- enhance the programme of professional development to raise the quality of teaching to the highest level for all staff
- sharpen the focus of teaching when planning and delivering activities to more specifically promote individual children's development, including those who make rapid progress
- extend opportunities for children who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. The inspector also completed a joint observation and discussed the quality of teaching and learning with the nursery manager.
- The inspector held a meeting with the manager and the provider. She spoke to the special educational needs coordinator and staff at appropriate times during the inspection.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including the nursery's plans for improvement.
- The inspector had a tour of the premises with the manager and evaluated the effectiveness of risk assessment, including security.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are alert to child protection issues and are able to implement local procedures to protect children from possible harm. The manager follows robust recruitment and vetting procedures and completes ongoing suitability checks. Risk assessments are regularly reviewed. The premises are well maintained, safe and suitable. The manager and deputy use their good knowledge, skills and expertise to guide, coach and support staff. They monitor and review staff practice as they work alongside the small staff team. Regular supervision enables staff to discuss training needs and the progress of their key children. Mandatory training includes child protection and paediatric first aid. The manager effectively monitors the progress of all children who attend. Parents are regularly informed about their child's progress.

Quality of teaching, learning and assessment is good

The quality of teaching is good overall, and children's learning is well supported. Many children start nursery with levels of speech and personal and social development that are less than typical for their age. Staff use information gained from observation and assessment, including what parents know, to accurately assess children's level of development when they start. Staff know children well and mostly adapt activities to meet their individual learning needs. Teaching focuses particularly well on supporting children's personal development and their communication and language. In the main, staff make good use of the wide range of resources, indoors and outdoors to ignite children's interest in new experiences. For example, children experiment as they add water to compost in the mud kitchen and subsequently repeat this with the sand to explore the changing textures.

Personal development, behaviour and welfare are good

Physical health and well-being are well promoted. The outdoor area is very well presented and children confidently explore and make choices about how they spend their time. Children behave well; they work together and share resources, for example, when they decide to 'clean' the large pirate ship with soapy water. Children are encouraged to make healthy choices at snack time. Staff work with parents to raise awareness of the importance of oral health and providing a healthy packed lunch. Children sit alongside their friends to eat and are encouraged to brush their teeth after eating. They are developing their independence, for example, as they learn how to pour their own drinks.

Outcomes for children are good

Children make good progress in relation to their starting points. This means by the time they leave, children who start nursery with levels of development that are less than typical for their age are beginning to catch up well. Children are motivated by the range of activities and become keen, interested learners. They are eager to 'have a go' and test things out for themselves, within a safe and supportive environment. Children play with imagination, they enjoy listening to stories and use a range of small tools with increasing skill. Children are learning the skills and behaviours that they will need, and are very well supported in their move to school.

Setting details

Unique reference number	EY498784
Local authority	Wigan
Inspection number	1040717
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	25
Name of registered person	Rainbow Day Nursery Golborne Limited
Registered person unique reference number	RP900818
Date of previous inspection	Not applicable
Telephone number	0781911977

Rainbows@St Thomas' registered in 2016 and is owned by Rainbow Day Nursery Golborne Limited. The nursery employs 4 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The breakfast and after-school club opens from 7.30am to 9am and 3pm to 5.30pm. The nursery opens from 9am until 3pm. The setting operates Monday to Friday, term time only.

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