

# Inspection of Rainbows Out Of School Club

Little Rainbows 2 Day Nursery, 30 East Bond Street, Leigh, Lancashire WN7 1BP

---

Inspection date:

16 February 2022

**The quality and standards of early years provision**

**This inspection**

**Met**

---

Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are happy and well settled at this friendly and welcoming club. They have taken changes to routines, due to the COVID-19 pandemic, in their stride. For example, they routinely wash their hands when entering the club. Staff ensure that they get to know children during the settling-in period and throughout their time at the club. This helps children to feel safe and secure. Staff and children build delightful relationships together.

Children engage well in their self-chosen activities and have positive attitudes towards their play. They develop their imaginations and create their own narratives while playing with small figures. For example, they use dinosaurs to act out stories and correctly identify the dinosaurs by their names. Children enjoy taking part in a variety of table-top games and activities with their friends and with staff. They develop their small-muscle skills while building towers using magnetic blocks, and as they use felt-tip pens to make artwork. Children talk about what they are making, such as by saying, 'we are drawing people, and I am drawing my sister'. They enjoy spending time on the computers and use a sand timer to help them to take turns with the other children.

### **What does the early years setting do well and what does it need to do better?**

- Leaders' vision is to provide a 'welcoming and homely environment where children can be themselves'. Detailed self-evaluation helps leaders to identify ways to further improve. For example, they intend to develop the outdoor provision to widen physical activities for children outdoors.
- The activities that staff provide for children complements their learning from school. Children can choose to finish their homework and enjoy completing word searches. They practise their counting and number skills. For example, staff ask how many more legs children need to draw on their spider picture.
- Children learn about kindness, respect and acceptance towards others. For example, they make cards for people at the local residential home. Children write thoughtful messages to thank nurses for looking after their families during the COVID-19 pandemic. Staff discuss what 'kindness' means, and children agree that it is 'doing something nice for people'. Staff help children to sponsor a dog with a charity, so that they can learn about caring for animals. These opportunities help to prepare children for life in the society they live in.
- Staff promote children's good behaviour and celebrate their achievements, such as by rewarding them with stickers. Children behave well and respond positively to instructions from staff. Older children include younger children in their activities, such as while playing chess.
- Care practices are good. Children eat nutritious, home-cooked food and use

cutlery to help themselves to fillings for tortilla wraps. Teatime is a social event, and staff encourage children to use manners. For example, children politely ask, 'can someone please pass me the cheese?' They pour their own drinks and tidy their own plates away. Staff follow consistent hygiene practices to promote children's good health.

- Children are keen to participate in conversations. For example, they talk to the inspector about their day in school and comment that 'it is a very windy day'. Children giggle as they tell the inspector that they 'made a glitter sandwich in school and ate it'. They discuss their favourite activities at the club.
- Partnership working is strong. Leaders utilise the support from the company which the club is part of. Parents say that 'the club is perfect' and that staff are 'kind and caring'. They remark that they feel part of a 'wonderful family'. Leaders create links with schools to support children's continuity of care. They identify that enhancing these partnerships will continue to enrich children's experiences even further.
- Staff comment that they work in a long-serving and close-knit team. They say that leaders and staff support each other well. A programme of supervision and training helps staff to continue to improve their practice. For example, recent training equips them with additional strategies to support children's behaviour and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Robust recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Staff receive training in safeguarding and first aid. Leaders check that this knowledge is up to date. Staff understand how to protect children and keep them safe from harm. They understand safeguarding issues, such as sexual abuse and female genital mutilation. Staff teach children about the importance of keeping themselves safe while online. They know the actions to follow, in the event of concerns about children's welfare or the conduct of a colleague. The premises are safe and secure.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY556448  |
| <b>Local authority</b>                             | Wigan   |
| <b>Inspection number</b>                           | 10175222  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care                              |
| <b>Age range of children at time of inspection</b> | 4 to 11   |
| <b>Total number of places</b>                      | 40  |
| <b>Number of children on roll</b>                  | 71  |
| <b>Name of registered person</b>                   | St Bede's Childcare Limited                         |
| <b>Registered person unique reference number</b>   | RP530849  |
| <b>Telephone number</b>                            | 01942 661233  |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

Rainbows Out Of School Club registered in 2018. The club employs eight members of staff. Of these, five hold early years qualifications at level 3 or above. The club opens Monday to Friday, 7.15am to 9am, and 3pm to 6pm, during term time. During school holidays, the club opens from 7.15am to 6pm.

## Information about this inspection

### Inspector

David Lobodzinski

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The manager and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.
- Parents' views were taken account of by the inspector, through written testimonials and discussions.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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 2022