

Inspection of Little Rainbows' 2 Nursery

East Bond Street, LEIGH, Lancashire WN7 1BP

Inspection date: 21 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome on arrival from the kind and nurturing staff, who know them well. Children choose from highly motivating activities, that capture their curiosity for learning. Staff use high-quality interactions and questioning, that supports children to develop their communication skills. They encourage conversations about what children create while using dough. Children improve their hand muscles as they manipulate the dough. Pre-school children recall familiar stories, as staff use a range of resources to gain and retain their attention, such as puppets and pictures when reading a book about a caterpillar. For instance, children delight in finding pieces of fruit and speak with confidence when discussing what healthy food the caterpillar ate. All children develop the necessary skills in readiness for their move on to school.

Children behave well and develop a positive attitude to learning. Children are happy and settle well. Staff greet families in a friendly manner, taking time to listen and share information. Staff recognise that some children have needed more support with their emotional well-being during the COVID-19 pandemic. As a result, they hold skilful conversations during circle and story times. They understand that children have been unable to socialise. Staff provide many group activities to help children to develop relationships. Young children interact and engage well with others. Children take pride in what they do. They are keen to show off their achievements, which are praised by staff. Children are encouraged to use their voices and develop their independence skills. For example, they are able to choose from different healthy foods at mealtimes.

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

- The nursery benefits from a dedicated and experienced manager. She has a good overview of the curriculum and knows exactly what the team want children to learn. The manager and staff work well together. Staff say that they feel valued, supported and included. The manager observes and feeds back to staff, enabling them to reflect on their performance. This is revisited during supervision meetings. Staff attend various training courses and cascade their knowledge back to the staff team.
- Children benefit from a wide range of activities, that support all areas of the early years foundation stage. Staff observe children to make sure they are achieving the individual targets set for them and set new targets for children regularly. However, some staff are at an early stage of understanding curriculum intentions. They focus on what children might be involved with from self-chosen activities, rather than what staff are going to teach. This means that, occasionally, the teaching does not build on what children know and can do.
- Staff promote children's interest in books and familiar stories. Toddlers choose

their own book and learn how to handle them as they look at the pictures. Older children sit and listen to a story being read. They look at the pictures and are eager to say what is happening in the story. Staff talk clearly and give children plenty of time to practise speaking. Staff are highly responsive to non-verbal cues and are dedicated to meeting the needs of all children. Staff repeat familiar words and use basic sign language to support children's communication.

- Staff understand the needs of individual children and ensure that resources offered inspire children to want to explore. Children with special educational needs and/or disabilities receive excellent support. The manager and special educational needs and disability coordinator quickly identify gaps in children's learning and swiftly implement strategies to support individual needs. They access external services, such as speech and language support and other health professionals, to initiate targeted support. They liaise with parents about children's learning plans. Parents provide useful information from specialists to support curriculum planning. This helps to narrow any gaps in children's development.
- Good arrangements are in place to support children who speak English as an additional language. Staff find out about children's home language vocabulary. They use visual picture prompts and dual-language books to support children's language development.
- Parents are extremely positive about the care their children receive. Staff build highly effective relationships with parents. They gather detailed information about children before they start and use this information to help develop the curriculum. Parents receive regular information through an online application, parents' meetings and verbal feedback, this helps support and extend children's learning at home.
- Care practices are good. Staff follow robust procedures for supporting children's personal needs and teach them well about healthy living. Mindfulness and weekly yoga sessions provide an opportunity for children to relax and learn more about their bodies. This helps to promote children's well-being. Children talk about the importance of brushing their teeth and keeping hydrated. Staff, sometimes, prioritise routine care practices when children are engaged in learning, and this prevents children from sustaining their concentration.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's welfare are given the utmost priority. The manager and staff have a secure understanding of their responsibilities in keeping children safe. Safeguarding policies and procedures are kept up to date. The setting is secure and has clear visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play in. Staff and leaders know the families and children well. They demonstrate a good understanding of the signs and symptoms a child may be at risk of harm. They are confident in reporting, and escalating, any concerns to the relevant outside agencies.

What does the setting need to do to improve?

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

- build upon staff's understanding of the curriculum intent and how this is delivered, to ensure children are given enough time to embed their learning and next steps consistently
- review how routines, such as nappy changes, are implemented, so that children's play and learning are not interrupted.

Setting details

Unique reference number	EY482221
Local authority	Wigan
Inspection number	10129230
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	52
Number of children on roll	69
Name of registered person	St Bede's Childcare Limited
Registered person unique reference number	RP530849
Telephone number	01942661233
Date of previous inspection	11 December 2015

Information about this early years setting

Little Rainbows' 2 Nursery registered in 2014. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including one who holds early years practitioner status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the nursery 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 their evaluation of the nursery.
- The manager accompanied the inspector on a learning walk of the setting. She discussed the curriculum they provide and how this is arranged with the inspector.
- The inspector completed a joint observation with the manager, and they discussed the impact of teaching on children's learning.
- A number of parents spoke to the inspector and their views were taken into account.
- Relevant documentation was reviewed by the inspector, including the suitability of staff working at the nursery.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.

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.

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