

# Inspection of Little Rainbows Day Nursery Ltd

Little Rainbows Day Nursery, 95 Wallasey Road, Wallasey, Merseyside CH44 2AA

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Inspection date:

26 July 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children thrive in this exceptionally well-planned and fully inclusive setting. They immerse themselves in exciting experiences which help them learn through play. Babies beam with delight when they hear familiar nursery rhymes. Toddlers squeal out loud when the mystery play box is brought out. Pre-school children search for dragons in the sky using their pretend binoculars. Staff support children to develop positive attitudes to their learning.

Children benefit greatly from a rich and highly ambitious curriculum that continually builds on their skills, knowledge and ability. For example, when exploring caterpillars with their magnifying glasses, children discuss that some caterpillars will become moths. They recall the knowledge they have learned about the life cycle stages, using words such as 'spinning', 'cocoon' and 'chrysalis'. This demonstrates the impact of high-quality teaching.

Children's behaviour is exemplary. They show great kindness and concern for each other and their environment. For example, when children find worms in the garden, they handle them with delicacy as they show them to their friends. Children know that they cannot keep them and must return them to the soil. At lunchtime, children pour water for their friends, ensuring that they all have a drink. Babies and toddlers show that they have strong attachments as they come in for cuddles with staff who are kind and caring.

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

- The inspirational leader has a clear vision which is shared by all the staff and fully supported by the parents. The team is passionate about providing the very best care and has high expectations of what children can achieve. Staff have impressive knowledge of children's individual capabilities, learning styles and what makes them individual. All children make exceptional progress in their learning and development.
- Staff plan and deliver an exciting curriculum that is informed by their meticulous observations of children, together with excellent partnerships with parents. Children are highly motivated and deeply engaged in their learning. For example, pre-school children are exploring holidays. Children pack suitcases, make passports and board a make-believe aeroplane to Greece. Furthermore, children hear Greek language and taste Greek food. Babies grow in self-confidence when exploring their environment to take their first tentative steps.
- Children, including those with special educational needs and/or disabilities (SEND) and children in receipt of additional funding, are very well supported. The excellent key-person system and accurate use of assessment mean that gaps in children's learning, and any specific needs, are identified early and acted

on quickly. Learning goals in children's education, health and care plans are seamlessly interwoven into all aspects of the curriculum. All children are well prepared for their next steps in learning.

- Staff support children to develop excellent mathematical skills through well-planned learning activities. For example, when children have packed their holiday case, they place them on the weighing scales, then go to the ticket office and work out how many tickets their group will need. Following this, they board their aeroplane, finding their numbered seat. Children play with a real sense of purpose.
- Staff use an extensive range of expert strategies to enhance children's communication and language. For example, they use visual signing and picture-based communication systems to build their attention and listening skills. Staff extend children's vocabulary. They learn the species of butterflies, such as tortoiseshells and red admiral, and later describe the hawkmoth caterpillar as 'enormous' and 'humongous'. Consequently, children use an extensive range of vocabulary and language structures and are confident communicators.
- Children's personal development is extremely well supported. Staff help children learn about the importance of healthy eating and active lifestyles. Children grow their own vegetables to gain a real understanding of how food is produced. They later cut fruit for their snack, ensuring that everyone has a piece on their plate. Additionally, children show great respect for each other as they organise their own games, deciding who will be the leader. These activities support them in forming healthy lifestyles for their future.
- There are highly effective arrangements in place to best support all staff to continually improve their practice. Staff receive regular review meetings which are informed by frequent observations of their practice. Staff say they feel well supported and are passionate about providing the best possible start for children in their care.
- Parent partnerships are excellent. They talk repeatedly about the exceptional quality of communication they receive linked to their child's progress, along with the ideas given to extend learning at home. Parents are extremely well informed about their child's learning and development and are highly complimentary about the love and care their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained and knowledgeable about matters relating to children's safety. Staff are qualified to administer first aid, and effective systems are in place to record and monitor accidents, which are shared with parents. Staff have an excellent knowledge and understanding of the possible signs that a child is at risk of harm. They demonstrate that they know the correct actions to take if they are concerned about a child. There are rigorous safer recruitment processes in place for new staff and those in their probation period. This ensures that all staff working with children are suitable.

## Setting details

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| <b>Unique reference number</b>                     | EY346682                           |
| <b>Local authority</b>                             | Wirral                             |
| <b>Inspection number</b>                           | 10301492                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 1 to 4                             |
| <b>Total number of places</b>                      | 36                                 |
| <b>Number of children on roll</b>                  | 35                                 |
| <b>Name of registered person</b>                   | Little Rainbows Day Nursery Ltd    |
| <b>Registered person unique reference number</b>   | RP526734                           |
| <b>Telephone number</b>                            | 0151 6383001                       |
| <b>Date of previous inspection</b>                 | 29 January 2018                    |

## Information about this early years setting

Little Rainbows Day Nursery Ltd registered in 2007. The nursery employs 15 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one holds a level 2, one has early years professional status and one has qualified teacher status. The nursery opens Monday to Friday, from 8am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Anita Dunn

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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