

Inspection of Roby Rainbows

Roby Park Primary School, Easton Road, LIVERPOOL L36 4NY

Inspection date: 25 April 2024

**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 eager to enter the setting, meet with their friends and start to play. Staff collect younger children from classrooms, while older children independently make their way to the setting. Children hang their coats and bags up, showing that they are aware of routines. Children have free choice of what they would like to do. Some children immediately go to activities, while others access a healthy snack and drink after the school day. Staff are extremely welcoming and engage children in discussion about their day. Children demonstrate that they feel settled and content.

Staff provide a calm environment, where children choose from a wealth of interesting age-appropriate activities. Children choose to take part in craft activities, build with construction blocks or use their imagination with role-play resources. Staff encourage children to contribute their ideas and feel that they have some ownership in the setting. This supports children's self-esteem and confidence as their ideas are valued.

Children's behaviour is good. Staff are positive role models and provide consistent praise for children. Children listen carefully to staff and carry out instructions willingly. There are lots of humorous exchanges and warm interactions between children and staff.

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

- Staff carefully consider the environment and the opportunities they wish to provide for children. For example, children can access a homework club, make home made pizza and enjoy 'movie nights' with popcorn and hot chocolate. Children enjoy a wide range of activities, which supports them in relaxing and socialising after the school day.
- A key strength of the setting is how staff meet children's individual needs, particularly children with special educational needs and/or disabilities. Staff share information from parents and teachers and endeavour to use the same strategies used at home and school. This supports children's overall well-being as they receive the same high-quality care from all adults.
- Children are learning about the importance of limiting food waste. For example, children help to prepare snack using 'wonky vegetables'. This helps children understand that foods do not have to be a perfect shape to be edible. In addition, staff encourage children to try different foods, such as exotic fruit and sushi. Children are developing an awareness of healthy lifestyles.
- Staff are positive role models. They engage in discussions with children and help them to understand rules and boundaries. In addition, they help children to understand the world. For example, they talk with them about the potential

dangers of sharing photographs when using social media. This supports children to consider their personal safety when using the internet.

- There are well established partnerships in place with staff from the onsite school. Staff who work in the setting work as teaching assistants in school during the day. This allows information to be regularly shared between teachers and setting staff. These partnerships help children's needs to be met by all of their carers.
- Parents are very positive about the care their children receive. They state 'my child is very happy here' and 'there is always lots to do, they are always trying new foods'. Staff share information with parents on a daily basis. These partnerships help to support a consistency of care for children.
- The staff are very diligent in promoting children's safety. For example, they are quick to mop up spills and remind children not to play near exit doors as the door may accidentally swing into them as people enter. This helps children to understand about risk assessment and keeping safe.
- The manager is an experienced childcare provider. She strives to ensure that the needs of all children are met while in her care. Staff are supported through supervision meetings, staff meetings and training opportunities. Children benefit from this as all staff work as a close knit team, which has a positive impact on children's overall well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2656983
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10333080
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	90
Name of registered person	Mills, Emily
Registered person unique reference number	2656984
Telephone number	07874151538
Date of previous inspection	Not applicable

Information about this early years setting

Roby Rainbows registered in 2021 and operates from Roby Park Primary School in Liverpool. The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 2 and above. The out-of-school provision is open Monday to Friday from 7.30am to 8.40am and from 3pm to 5.15pm during term time.

Information about this inspection

Inspector

Elisia Lee

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 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 spoke to the inspector about how staff support and care for children.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector spoke to 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 setting.

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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