

Little Rainbows Day Nursery And Out Of School Club

26 Halifax Rd, Liversedge WF15 6JQ



Inspection date	6 June 2019
Previous inspection date	Not applicable

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

- The manager leads and manages the nursery well. She reflects on the quality of provision and implements action plans to continuously improve this.
- Partnerships with parents, other providers and professionals are strong. Good communication and sharing of information helps to support children, including those with special educational needs and/or disabilities (SEND). For example, home visits and regular stay-and-play sessions help parents and grandparents to become involved in their children's learning.
- Children behave very well. Staff are consistent in their approach to managing children's behaviour and children know what is expected of them.
- Community partnerships are good and help children to develop an understanding of people in the wider world, for example through regular visits from local professionals.
- Staff promote children's communication and language skills exceptionally well during their play. They model effective listening skills and build on children's vocabulary.
- The quality of teaching is consistently good. Staff use their observations of children's development to monitor their ongoing progress effectively. Assessments are accurate and used successfully to plan for children's individual next steps in learning.
- Staff do not consistently provide children with enough time to think during their activities and fully develop their problem-solving skills.
- The organisation of resources does not fully encourage older children to make marks and develop their writing skills independently, or promote their interest and inspire them to use writing for a variety of purposes during their play.

What the setting needs to do to improve further

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

- help staff to recognise when to provide children with more time to develop their own ideas about what they want to do or say next during activities
- encourage older children to engage in more activities that promote their literacy skills, so that they develop skills in mark making and use writing for a variety of purposes during their play.

Inspection activities

- The inspector observed the quality of teaching during activities outdoors and indoors, and assessed the impact on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents during the inspection.

Inspector

Helen Sanders

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a thorough understanding of their responsibilities to keep children safe. They have a good understanding of the reporting procedure if they have any concerns about a child's welfare. There are robust recruitment, vetting and induction procedures to ensure staff's suitability. The manager carries out regular staff supervisory sessions and staff observe one another to evaluate the quality of teaching. She meets with staff and carefully plans training and other professional development opportunities. This helps to ensure that staff's knowledge and skills are kept up to date. The manager and staff support children with SEND successfully and access outside support quickly when necessary. They work well with local inclusion officers to share expertise and plan for children's individual needs. There is a robust system in place for monitoring children's progress which identifies where there are gaps in attainment between different groups of children. The manager is quick to implement measures to reduce these differences in order to support children to make progress in their learning.

Quality of teaching, learning and assessment is good

Children's starting points in learning are obtained prior to entry. Staff have a good understanding of children's needs and interests from the very beginning. The effective key-person system supports a firm relationship between staff and children. Staff develop children's mathematical development. For example, they talk to children about shapes and join them on a hunt to find simple shapes in the environment. Staff then extend children's learning by encouraging them to name the shape. Staff make sure that real-life experiences are provided for the children, for example providing real food in the imaginative play area. Staff fully engage children in group activities. Children join in enthusiastically singing songs and playing instruments.

Personal development, behaviour and welfare are good

Staff sensitively teach children about safety. They swiftly intervene to divert unwanted behaviour from younger children and move activities on in a positive way. Older children demonstrate a good understanding of safety, for example moving to avoid collisions as they play actively. Staff encourage children to take plenty of exercise and give them an understanding of staying healthy by talking about washing germs away. Children enjoy growing their own fruit and vegetables in the garden area. They taste their produce and use it in their play. This helps to develop children's understanding of a healthy diet. Children show good balance and coordination as they confidently complete challenging obstacle courses. They very much enjoy playing outdoors.

Outcomes for children are good

Children are very happy, confident and settled. All children make good progress in their learning, relative to their starting points. They learn necessary mathematical, communication and social skills, which builds their independence and helps prepare them for their future learning.

Setting details

Unique reference number	EY541601
Local authority	Kirklees
Inspection number	10090445
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	1 - 11
Total number of places	26
Number of children on roll	75
Name of registered person	Little Rainbows Day Nursery And Out Of School Club Ltd
Registered person unique reference number	RP541600
Date of previous inspection	Not applicable
Telephone number	01924 235264

Little Rainbows Day Nursery And Out Of School Club registered in 2017. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and three hold qualifications at level 6. The nursery opens all year round, Monday to Friday, except for the week between Christmas and New Year and on bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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