

# Rainbow House Nursery

Arnot Street, County Road, Walton, Liverpool, L4 4ED

<b>Inspection date</b>	07/01/2014
Previous inspection date	20/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Teaching is based on a secure knowledge of the Early Years Foundation Stage across the staff team. In particular, the staff support children's communication and language well and through fun and imaginative ways.
- The setting works very well with parents and other services and professionals, so that children's unique needs are clearly known and met. This helps children make good progress based on their individual needs and starting points.
- Children are safeguarded well. Good working practices and organisation means that they are provided with safe and consistent care throughout their day. Children have strong formed bonds with the staff, so they feel safe and at ease.
- The managers aspire to improve the quality of the provision. They ensure that staff participate in regular vocational training to enhance their knowledge and understanding of their practice. Children benefit as staff remain enthusiastic in their duties and interactions.

### It is not yet outstanding because

- Opportunities for extending the children's already good problem solving skills have not been explored to the full extent when outdoors.
- There is scope for staff to extend the ways they support children to gain a greater understanding about the impact food and exercise has on their health and bodies.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- Prior to the inspection, the inspector viewed the nursery's self-evaluation document.  
During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability and regulatory children's details. He discussed the procedures for safeguarding children and viewed the risk assessments and other pertinent safety documentation.
- The inspector held meetings with the owner, manager and the lead member of staff responsible for the coordination of the learning programme. He also held discussions with the remaining members of staff present and undertook a joint observation with the manager of staff and children's interactions during play in the garden.  
During the inspection, the inspector interacted with children and spoke to some parents and grandparents. He also took account the views of other outside agency professionals regarding working together to further support the needs of children and their families.

## Inspector

Frank Kelly

## Full report

### Information about the setting

Rainbow House Nursery was established in 1989 and registered in 1994 on the Early Years Register. It is run by a company and operates from a converted former school building in the Walton area of Liverpool. The nursery serves the immediate locality and the surrounding areas. It opens Monday to Friday from 7.45am to 5.30pm, all year round with the exception of a week at Christmas. Children attend for a variety of sessions. Children are cared for in three rooms over two floors and have access to two enclosed outdoor play areas. Access to the first floor is via a staircase.

There are currently 95 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and some children who speak English as an additional language. There are currently 19 staff working directly with the children. Of these, 16 have an appropriate early years qualification. These include, one member of staff who holds Qualified Teacher Status. One member of staff holds an early years degree and 12 members of staff have qualifications at level 3. Three members of staff hold a qualification at level 2 and two are working towards a qualification. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- develop ways to extend the children's use of technology and opportunities for problem solving when outdoors, for example, by sequencing photographs the children have taken on a familiar route or providing everyday objects, such as different shaped containers and cardboard boxes to sort into groups or build and fit together and cardboard boxes to sort into groups or build and fit together
- enhance further the good practice already in place to support the children's understanding about their health, for example, by having discussions to draw children's attention to the impact that exercise and food has on their bodies.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good at this setting as staff fully understand what children can achieve and how they support children's learning through their play. They are clear about how the different activities they provide help the children to develop the different aspects of their learning. For example, staff in the baby room understand that supporting

children's physical development allows them to become more independent explorers of their world, which promotes their confidence and social development. Well-presented playrooms with a well-chosen selection of toys and equipment makes it a fun place for children to be. Consequently, the children enter eagerly and are quickly engaged in play of their choice. For example, children in the pre-school room are busy as they play with their peers at a table with the toy dinosaurs. Staff allow them space to develop their imaginative play in a way they choose, which provides opportunities to develop their creativity and social interactions. Less familiar activities are modelled by staff, so as to introduce some of the ways the children can explore how equipment works or what they can do with it. For instance, staff demonstrate how to operate the weighing scales. They ask questions to encourage children's predictive and problem solving skills, such as 'What do you think will happen if take or add another block to the buckets?'

Activity planning in each room is well established and means that children throughout the nursery receive an interesting and varied range of play activities and experiences. Staff plan carefully to ensure that the children's current abilities and interests are used as a base to extend their knowledge and learning. For example, they plan tactile experiences, such as play in shaving foam, to develop toddlers exploratory nature and to encourage them to try new experiences. They ensure that children who are not yet confident with the English language, are supported to play alongside the other children, allowing them to watch and learn from others play. After watching the other children at the table, they mirror their actions, as they upturn the tubs of blocks. They smile broadly as they clatter across the table top. Children's progress is based on an overview created by staff following a period of settling-in. They continue to undertake regular monitoring through assessment of their current stages of development. Staff use current guidance documents to identify if children are showing typical development for their age. They use their assessments effectively to engage parents and any other relevant professionals to ensure that children receive any additional support they may need. Specific play plans and other activities are created and reviewed regularly. This supports the children to close gaps in their development. Formal assessments also include a progress check for children aged two years.

Children of all ages play purposefully. Babies, following their snack, delight in finding an inset board. The enthusiastic staff's encouragement helps them persevere and the applause boosts the children's self-esteem. Outdoors, the toddlers take risks as they negotiate a series of low-level stepping logs. Their sense of adventure and daring is fostered further as the staff support them to walk along the planks balanced on the crates. Staff reshape activities to engage children in different ways. For example, they add detergent to the water bowl and provide brushes and paint rollers for the children to make marks with. This helps to engage the boys to participate in early writing activities as they make marks as they create wet marks on the walls. Play is extended further as staff talk to the children about them washing the car. This play is thoroughly enjoyed by all the children and leads to some of them exploring the marks they make with chunky chinks on the walls and floor. Similarly, the pre-school children also participate in activities of a similar nature while outside. However, while children benefit from the range of activities available, there is scope to extend the play. Staff have not explored how they could enhance further the children's opportunities to problem solve in role play situations or to use technology, such as digital cameras while outdoors. For example, they have not

considered taking photographs when on the way to the park and then getting the children to organise them in the correct order; or creating a recycling centre with boxes and different sizes of bottles and other materials for sorting and organising. However, counting and early mathematical concepts are successfully threaded through the daily routines and activities. Staff sing counting songs with children during which children hold up the correct number of fingers to show how many buns they have left. Staff talk about 'zero' when they have all gone. Children's language is encouraged through stories, songs and other activities, such as the puppets in the song sack. This helps children develop their language for thinking and staff help the extension of language by adding new words, such as 'delicious' when talking about the crocodile eating the monkey. Babies explore a range of tactile materials and have equipment that allows them to grasp and press; all of which help them develop their muscle strength and promotes their future early writing skills. Children's creativity is fostered through their access to a range of modelling materials, paints and arts and crafts. These types of activities are supporting the children to make the transition in the next stages of learning and development. They provide the children with the foundations that allow them to develop the confidence, resilience and eagerness to learn in preparation for when they start school.

### **The contribution of the early years provision to the well-being of children**

A well-established settling-in procedure and an effective key person system is in place. This means that children, even those who have only recently started, form secure attachments with the adults who care for them. Children demonstrate they feel safe and secure as they play independently and enjoy joining in group and other adult-led activities. Children continue to be supported and emotionally well prepared as they make the transitions throughout the nursery and onto school or other settings. This includes visits to a new playroom in nursery or to the local school with the children. Staff help children to keep safe as they move around the premises, for example, by encouraging them to use the handrails on the stairways. They help children to respect and to tolerate others as they provide gentle reminders and explanations about how other children may feel, or the dangers that throwing toys may present. This approach means that children behave well and are developing good social skills. They, in most instances, share appropriately for their age and eagerly help in the care and tidying away of resources.

Children enjoy regular opportunities to be physically active indoors and outside. They dance and undertake jingles and action rhymes. Children run around playing at being fire-fighters while outdoors and they have access to trikes and other wheeled resources to develop other muscle groups and their spatial awareness. Staff take children to visit the local park on a regular basis to extend their opportunities to develop their climbing and larger muscle skills. Meals and snacks are based on healthy options, which includes lots of fruit and vegetables. At mealtimes, pre-school children serve themselves, which allows them to develop their hand to eye coordination, ability to turn take and keep themselves safe. It allows them to develop an understanding of portion size. There are some displays that show the children have explored healthy eating. However, staff do not, on a regular or daily basis, reinforce children's learning about healthy lifestyles, for instance, by instigating discussions about the foods the children are eating or the impact that exercise is having on their bodies. Nevertheless, daily routines, such as hand washing, help

children to develop a sound awareness of contributing to their own good health.

Regular trips to the library and visits to activity groups at the local children's centre help children broaden their social experiences and learn about their local community. Welcome messages in a variety of languages help to create an inclusive and welcoming environment. Books, posters, dolls and other small world figures represent the cultural diversity of the children attending and activities linked to the celebrations and special events of differing cultures provide children with chances to learn about the beliefs and customs of other people. This in turn helps them develop positive attitudes to difference.

### **The effectiveness of the leadership and management of the early years provision**

The nursery is well organised and the staff team have good support, so they are clear about their individual roles and responsibilities. Consequently, they implement the policies with consistency, which means that the arrangements for safeguarding and promoting children's safety are strong. Recruitment and selection of staff is robustly undertaken and all staff and volunteers have completed a full and relevant vetting procedure, such as a Disclosure and Barring Service Check. Records of staff qualifications, their experience and any ongoing mentoring, performance and training is retained. The policies and procedures for safeguarding and protecting the children are fully reflective of the Statutory framework for the Early Years Foundation Stage. Procedures for safeguarding and protecting children include clear information about the steps to take and who and how to report any child protection concerns that staff have. Details of the Local Safeguarding Children Board are displayed for staff and visitors to read in the main entrance hall. Regular updates through team meetings and training helps to ensure that the team stay up to date. Thus, staff demonstrate very well through discussion their good understanding of these procedures. The premises are old but maintained appropriately. Staff ensure that children enter a safe premises through daily checks and good organisation of toys and equipment. Security is maintained very well and closed circuit television systems allow managers and staff to monitor activity throughout the playrooms and public areas. Risk assessment is in place and regular servicing and testing of equipment, such as the fire extinguishers and detection systems is undertaken.

Staff have a range of childcare qualifications and enjoy opportunities to undertake a range of further professional and vocational training. Supervision and appraisal ensures that appropriate training is targeted to the relevant member of the team. In addition, staff visit and work closely with other professionals from which they gain fresh ideas and strategies with which to enhance the quality of the care and learning they provide for children. For example, staff implement ideas and activities that promote the children's language skills gained from attendance at such groups. Consequently, the staff team are enthusiastic and committed to providing a good quality service for the children. The manager and another member of staff take the lead for the monitoring and evaluation of the learning programme and assessment. Their analysis is used to check that the summaries of children's development are secure. The manager also uses the information to identify if there are specific groups of children that require additional or different types of support, so they make the best progress they can. Thus, all children are progressing well, taking

into account their individual starting points and abilities.

Self-evaluation is undertaken and was one of the recommendations from the last inspection, which demonstrates the management teams ability to promote continuous improvement. Children's learning is very securely planned for and partnership working with parents and other services and professionals is very good and implemented effectively. Regulatory records and children's safety have been improved as staff now maintain rigorous records of children's attendance. This ensures that staff have an accurate record of who is present. Information for parents is provided in lots of ways, with information boards, displays and newsletters. Parents' views are sought through discussions, meetings and questionnaires.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	322360
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	819189
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Rainbow House Limited
<b>Date of previous inspection</b>	20/01/2009
<b>Telephone number</b>	0151 530 1516

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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