

# Rainbows @ St Silas

St. Silas Primary School, Pengwern Street, LIVERPOOL L8 3TP



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 18 March 2019 |
| Previous inspection date | 23 March 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires improvement | 3        |
| Effectiveness of leadership and management                    |                         | Good                 | 2        |
| Quality of teaching, learning and assessment                  |                         | Good                 | 2        |
| Personal development, behaviour and welfare                   |                         | Outstanding          | 1        |
| Outcomes for children   |                         | Good                 | 2        |

## Summary of key findings for parents

### This provision is good

- Staff place a strong focus on supporting children's personal, social and emotional development. Children are encouraged to make choices from an early age. They are supported to be independent in their self-care, such as wiping their nose and washing hands.
- Children are happy and highly engaged at the nursery. They develop extremely positive relationships with staff. Babies and toddlers enjoy cuddles with their key person when they feel tired or in need of a little comfort.
- The leadership team has made significant improvements to the management of the nursery and the physical environment in recent months. This has had a positive impact on the provision for children. Leaders and staff demonstrate a strong commitment to continuous improvement.
- Staff work closely with parents and other professionals to meet children's needs. They plan children's moves to their next setting meticulously to provide children with the best possible support.
- The leadership team is developing the systems for monitoring staff performance. This means that currently there are occasions when the quality of teaching and learning is not consistently high across the setting.

## What the setting needs to do to improve further

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

- strengthen the systems for performance management to support all staff to provide consistently high quality teaching and learning.

### Inspection activities

- The inspector held a meeting with the senior leadership team, reviewed documentation and checked the suitability of staff.
- The inspector carried out a joint observation with the manager and observed teaching and learning in all rooms and the outdoor areas. She spoke with all staff working in the nursery.
- The inspector spoke with children throughout the day and took account of the views of parents spoken to during the inspection.
- The inspector carried out a tour of the premises.

### Inspector

Wendy Dockerty

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend regular training and are aware of the signs and symptoms to look for. The leadership team use ongoing discussions and informal tasks to help staff remain up to date with their knowledge. Leaders update policies and procedures in line with current guidance. The leadership team has a clear understanding of the areas for development within the nursery. They continuously strive for improvement. They have recently made significant changes within the nursery to improve the outcomes for children. For example, the younger children now have a designated 'raindrops' room with their own outdoor area. This has enabled staff to meet the specific needs of all children more effectively. They have created additional space within the 'sunshine' room for older children to explore and investigate.

### Quality of teaching, learning and assessment is good

When children start to attend the nursery, staff engage with parents and record children's interests and development levels. They complete ongoing observations of children's progress and share them securely online with parents. The leadership team track the progress children make across the nursery. They identify any gaps in learning which need to be addressed. Staff plan engaging activities which children enjoy. For example, the school nursery has recently had ducklings hatch from eggs. The children delight in having visits from the ducklings and talk about how to care for them. Children explore painting duck pictures using a variety of sensory materials including paint, feathers and sponges. Older children enjoy singing nursery rhymes as they develop their counting skills. For example, they find correct number to show how many ducks are left.

### Personal development, behaviour and welfare are outstanding

Children behave extremely well. Staff use gentle reminders such as 'don't run inside'. Children understand the importance of keeping themselves and others safe. Children are taught to share, take turns and use 'please' and 'thank you' from a young age. Children wash and dry their hands with exceptional levels of independence at mealtimes. They delight in sitting together at welcoming tables with tablecloths and flowers. Children talk together about what they are eating and staff engage in conversation with children about family life. Children feel valued and staff are highly effective role models. They explain clearly why children must wait for their turn before sharing their news. Children use the exciting outdoor areas daily. They thoroughly enjoy their weekly visits to the forest school area for focused activities.

### Outcomes for children are good

Staff work closely with the attached school to help prepare children for the transition to pre-school at three-years-old. Children enjoy music and movement sessions. They go on visits to local children's centres where they can participate in a wider range of experiences. Overall, children make good progress in their learning. Staff establish good links with outside agencies to provide additional support as required. They develop effective partnerships with parents to promote children's learning. Staff share ideas and activities for parents to try with children at home.

## Setting details

|  |                                       |
|--|---------------------------------------|
| <b>Unique reference number</b>                   | EY542661                              |
| <b>Local authority</b>                           | Liverpool                             |
| <b>Inspection number</b>                         | 10084842                              |
| <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</b>                     | 0 - 4                                 |
| <b>Total number of places</b>                    | 18                                    |
| <b>Number of children on roll</b>                | 26                                    |
| <b>Name of registered person</b>                 | Rainbow Education Multi Academy Trust |
| <b>Registered person unique reference number</b> | RP542660                              |
| <b>Date of previous inspection</b>               | 23 March 2018                         |
| <b>Telephone number</b>                          | 0151 7276067                          |

Rainbows @ St Silas registered in 2017 and is managed by Rainbow Education Multi Academy Trust. It is located within the school grounds of St. Silas Primary School. The nursery employs eight members of childcare staff. Of these, all hold appropriate qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday term time only. Sessions are from Monday to Friday 8am to 5pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

