

Inspection of Little Rainbows Day Nursery And Out Of School Club

26 Halifax Rd, Liversedge WF15 6JQ

Inspection date:

18 February 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children, and their families are warmly welcomed at this setting. Children play freely and with confidence, both inside and outside. From an early age, children form strong bonds with their key person and develop friendships with one another. Children learn to share, invite each other to play and know how to take turns. Children feel safe and secure here. They behave well and show positive attitudes to their learning. This helps them to thrive and make good progress.

Providing children with an ambitious curriculum is at the heart of everything the nursery does. Throughout the setting, children are able to choose from, and readily access, a wonderful array of well-thought-out activities, which ignite their curiosity and imaginations. Staff get to know children particularly well. They skilfully use the information they collect through 'Who am I?' assessments of each child's existing knowledge, skills and interests, to plan rich learning experiences that are specifically tailored to the individual needs and abilities of every child.

A high priority is given to making sure that children develop their communication and language skills. For example, several voice-activated push buttons located throughout the setting, help children to learn speech, sounds and emotions. Staff are well trained in meeting children's specific language development needs, for example, by using sign language, gestures and a specialised language support programme. This helps to ensure that children are well prepared for learning at school.

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

- Children's learning gets off to a good start when they join the setting. Staff make sure that any gaps in children's learning and the next steps they need to take are identified quickly. Children's progress is carefully checked and future learning is appropriately adapted. Children who find learning more difficult are well supported. Effective partnerships, such as with external professionals and with parents, help to ensure these children get the additional support they need. As a result, all children, including those with special educational needs and/or disabilities (SEND), grow in their confidence and abilities.
- Throughout the day, children are given great freedom to choose what, where and how they play. This allows children to successfully express themselves, to build on their own ideas and interests and really sparks their imaginations. For example, while creating junk models, their ideas include creating cars, volcanoes, lava monsters and gingerbread men. Staff are appropriately deployed to offer children support during such activities. While all staff are eager to offer support, the quality of support offered is not consistently effective. Not all staff have a clear understanding of what it is that children are intended to learn from

the activity. This means that, at times, some children lose interest. They do not make as much progress as they are capable of.

- Staff provide children with plenty of opportunities to develop their fine motor skills. For example, children learn to empty and fill containers with water, explore sand and use mark-making tools. Children are well supported to be able to use a wide range of tools, such as pipettes and spray bottles. Children become increasingly physically skilled by practising manipulation and control techniques.
- Staff support children effectively to develop their independence skills and learn good care practices that will keep them safe and healthy. For example, children learn to dress themselves, such as putting on their own coats and shoes. Children know why it is important to wear coats, hats and gloves when going to explore outdoor spaces during colder weather. Staff encourage regular handwashing and the use of nose cleaning stations.
- Children are provided with lots of opportunities to learn that they are part of a wider community beyond the setting. Children encounter a wide range of real-life experiences, such as by spending time within the locality, visiting parks and local schools. This helps them to learn about life in modern Britain and the wider world.
- Partnerships with parents are effective. Parents are warmly welcomed. Open two-way communication ensures that parents are kept well informed of their children's achievements and that views are regularly shared. Parents speak highly of the efforts of staff and quality of education they provide. They acknowledge that staff go 'over and above' in everything they do and would recommend the setting to others.
- Leaders are caring and inclusive. They ensure that staff are able to access continuous professional development. This, along with the effective use of external support, helps to ensure the quality of education offered continues to strengthen. The nursery's reputation is well known in the community as a positive place to support children in becoming well prepared for school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- ensure that all staff have a clear understanding of what it is that children are intended to learn from each activity and provide the support children need to keep them fully engaged in their learning.

Setting details

Unique reference number	EY541601
Local authority	Kirklees
Inspection number	10380369
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 at time of inspection	1 to 11
Total number of places	26
Number of children on roll	54
Name of registered person	Little Rainbows Day Nursery And Out Of School Club Ltd
Registered person unique reference number	RP541600
Telephone number	01924 235264
Date of previous inspection	6 June 2019

Information about this early years setting

Little Rainbows Day Nursery And Out Of School Club registered in 2017. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, 1 is level 4 and 3 hold a qualification 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 government funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Jade Charlton

Inspection activities

- The managing director and two managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Staff spoke with 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.
- Parents shared their views of the setting with the inspector.

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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