



Rainbow Leisure Centre

Inspection report for early years provision

Unique Reference Number	EY271115
Inspection date	01 August 2006
Inspector	Ann Moss
Setting Address	East Street, Epsom, Surrey, KT17 1BA
Telephone number	01372 727277
E-mail	
Registered person	Phoenix Fitness Centre, Greenwich Leisure Ltd
Type of inspection	Childcare
Type of care	Out of School care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Rainbow Leisure Centre registered to provide out of school care in 2003. It operates from a purpose built building in Epsom, Surrey. The crèche uses one room. The sports hall, gymnasium, dance studio's activity room and toilets are used by the holiday play scheme. The crèche is registered for 15 children from six weeks to under five years. The crèche runs from 09:30 until 12:30 Monday to Friday, although times may vary. A maximum of 50 children, from five to under eight years, and children up to 12 years, may attend the holiday play scheme at any one time. The holiday play scheme opens from 08:00 until 18:00 Monday to Friday, during the school holidays. 'Kool Crew' club runs from 09:00 until 16:00 every other Sunday. Children attend for

a variety of sessions according to individual need. The numbers of children on roll varies, due to the nature of the provision.

There are 20 session workers who work with the children, of these, nine staff hold appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children maintain generally good health because staff follow the setting's policies and procedures for health and hygiene. Daily cleaning routines for the premises include play areas, toilets, kitchenette and nappy changing areas. However, staff insufficiently monitor the cleanliness of surfaces, such as floors, for crawling babies. This means children's good health is not sufficiently protected.

Babies emotional needs are very well supported. Staff sensitively interpret and respond to babies' gurgles and coos, which enable them to attend to their needs. Fretful babies respond to staff's calm and patient manner. They receive lots of cuddles and soothing reassurance. They are held close and accompany staff as they respond to others. Babies are fed according to their personal needs and follow their own routine. Staff hold babies comfortably on their knees so they feel safe and benefit from good eye contact. Babies' bottles are stored in their own bags and staff are aware of which bag belongs to which baby, so there is no confusion. Babies sleep in their own buggy as part of their normal, individual routine.

Staff consistently wear gloves and aprons when changing babies' nappies. Young children are escorted to the toilet where they learn about hygiene practice as part of their routine. Children's independence, with regard to personal care, is helped by having easy access to liquid soap and paper towels. Older children automatically wash their hands after visiting the toilet, however, hand washing before mealtimes is inconsistently applied. As a result, children are not fully aware of the importance of maintaining good personal hygiene practice.

Although parents provide older children's packed lunches, children learn about healthy eating through general discussion and topics. Parents receive good information about avoiding foods such as nuts in children's packed lunches to reduce the risk of children having an adverse reaction. Mealtimes are sociable. Children sit together at the table, they display good manners, enthusiastically talk and share information with each other about the day's events. Children maintain good hydration because staff remind them to drink, especially during hot weather. Water jugs are easily accessible and children know they can ask.

The setting's sickness policy is followed to ensure children are protected from illness and infection. All relevant documentation, including health needs, consent forms, medication and accident records are in place and up-to-date. Relevant staff hold appropriate first aid qualifications which means in the event of a minor accident,

children receive appropriate care. First aid boxes are fully stocked and easily accessible. This help to protect children's health.

Children learn about a healthy lifestyle because staff provide space for moving around. Babies choose to use their skills and exercise as they wave their arms and kick their legs. They become impressive crawlers and movers as they freely explore their environment. Babies have little opportunity for fresh air. Older children perfect their physical skills and stop and start with control, such as in running races and use balls and rackets with confidence, which helps to promote children's enjoyment of healthy exercise. Children develop good dexterity, fine motor control and good hand eye co-ordination as they use tools and materials to create pictures.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a safe, welcoming environment which is light and in good decorative order. There are systems in place to regulate temperatures within the setting. However, staff insufficiently monitor the babies' environment to ensure the temperature is maintained within a comfortable range in hot weather.

Staff organise space effectively to ensure most children have dedicated areas for their activities. Equipment, toys and books are clean. However, there is a limited range of real, natural and sensory materials for babies and young children to explore. Appropriate equipment allows the vast majority of children to sit, eat and rest safely. Children are generally safe due to a combination of risk assessments, staff deployment and vigilance. For example, dedicated staff teams work with the babies and older children.

Policies and procedure are in place to ensure the safe movement of older children. However, these are not always effective and staff are not always aware of children's whereabouts.

Child safety equipment is in place, such as electrical socket covers and a safety gate. Fire drills are carried out and parents are advised not to return to the Crèche for their child so that they are evacuated safely. Babies are safeguarded when sleeping because staff monitor them and make regular visual checks.

Knowledgeable staff fully understand and follow the setting's comprehensive policies and procedure to protect children and keep them safe. Sensitive reminders, such as requests 'not to run indoors in case you fall', increase children's awareness of every day safety in the setting and help children to take responsibility for keeping themselves safe. Children's welfare is promoted because all staff attend child protection training. They are aware of the main indicators of child abuse and understand the procedures to follow if they have a concern. Information regarding child protection issues is shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

There are differences between the quality of experiences offered to children under five and those provided for children over five.

Babies and young children separate from parents and carers easily with the support from caring staff. Most children receive sufficient support and interaction because staff are generally responsive to their individual needs. For example, older babies, who are strong enough, bounce on their feet on an adult lap. Staff read stories and sing nursery rhymes. This helps to develop children's early language for communication. Young children are confident as they self-initiate their own play and learning from the limited resources set out. They play contentedly alongside their peers and are beginning to build relationships. However, staff insufficiently plan and provide a good balance of adult-led and child-initiated activities and play opportunities to develop all areas of children's learning. Babies and young children lack experiences with play materials that allow them plenty of choice. For example, babies insufficiently explore interesting objects, such as natural materials or experience sensory play through the use of sound, light, taste and touch. Young children have limited opportunity to mark make or engage in creative and imaginative play. Activities generally lack play value or interest and as such, they fail to sustain children's continuous play.

Older children make good progress through a well devised programme of activities, which are effectively delivered and hold their interests through staff's lively interactions. Children respond enthusiastically to staff's communications. They speak confidently to adults and peers and express their ideas and experiences well. Children develop a positive self-image because staff smile warmly. Children are grouped according to their age, interest and ability. They are well motivated and freely participate in activities. All children have plenty of opportunities to develop good social skills. They learn to co-operate, negotiate and work as part of a team. For example, they run races, such as the replay. They show support and consideration for their peers as they shout words of encouragement and cheer them on to the finish line. They laugh and smile with delight as they meet personal challenges and achievements. This raises children's self-esteem and helps them to feel good about themselves. Children comment that they have lots of fun.

Helping children make a positive contribution

The provision is good.

The setting has a equal opportunities policy which respects staff, children, parents and carers as individuals and values the contribution they bring to the setting. This is fully implemented by staff.

Staff respect each child's individuality and respond to the majority of their individual needs in an appropriate manner. Children and staff treat each other with mutual respect. They listen and value each others' contribution and praise their achievements. Staff encourage all children to join in the activities. This ensures children have equal opportunities to maximise their enjoyment and potential. Older children learn to understand and value all members of society in a meaningful way.

They participate in activities, such as topics on Australia which helps them to appreciate the wider world. Although there are no children with special learning difficulties/disabilities attending, staff have the knowledge to provide appropriate care and are welcomed into the setting.

Staff use strategies which are appropriate to the age and stage of the child to manage the behaviour of the children in their care. For example babies and young children behave well because staff implement clear and realistic boundaries which are positively and sensitively reinforced. Older children learn to be respectful and interact positively as the staff are good role models. They treat the children with patience, understanding, calmness and warmth. Children benefit from the discussions about behaviour and relating to others. They develop self-confidence very well because staff recognise and praise their efforts and achievements. They are eager to participate in activities and respond very well to the staff, which creates a happy and harmonious atmosphere.

Each child's care and needs are effectively discussed between staff and parents. Staff gather all relevant information and agreements, share policies and procedure documents and have informal daily discussion with parents to ensure that there is continuity of care for each child. Discussion with parents indicate that they are happy with the service they receive.

Organisation

The organisation is satisfactory.

Children's care is enhanced by the generally effective organisation of space. Equipment, toys and resources are safe, clean and adequate to meet the needs of most children. Children are protected and cared for by staff who have appropriate qualifications and experience to provide acceptable levels of care. Effective recruitment and vetting procedures are in place. These embrace inclusion and practice actively promotes this. Good induction training, which includes the comprehensive policies and procedures, is attended by all staff. This ensures that they are aware of their role and responsibilities and promotes consistency in the setting. However, management insufficiently monitors and evaluates the provision to identify areas for improvement. As a result, policies and procedures are not always effective. Documentation is maintained to a good standard, is well organised and kept up-to-date. This contributes to the effective and safe management of the setting and promotes the welfare, care and learning of children. The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

At the last inspection, the provider agreed to encourage parents to avoid providing foods such as nuts in children's packed lunches to reduce the risk of children reacting. The provider has met this in full by displaying information requesting that parents do not provide food that may adversely affect others.

Complaints since the last inspection

There has been one complaint received since last inspection. This relates to Standard 1 - Suitable Person and Standard 11 - Behaviour. As a result of this, the provider was asked to complete a self-investigation. The provider complied with this fully and offered all relevant information. Ofsted was satisfied with the information that was supplied and took no further action. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children's whereabouts is known at all times (Out of School)
- ensure good practice with regards to children's hand washing (Out of School)
- ensure children are not at risk from infection.(Crèche)
- ensure children have a suitable range of activities to promote their development (Crèche)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk