



## The Rainbow Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY333182
<b>Inspection date</b>	05 October 2006
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<b>Registered person</b>	The Rainbow Centre for Conductive Education Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

The Rainbow Centre for Conductive Education is run by a board of trustees and is a registered charity. It opened in 1990, and was registered to operate at its current premises in 2006. It now operates from its own purpose built building in Fareham, Hampshire which has a fully enclosed outdoor play area. The centre provides a service for children with cerebral palsy and related motor disorders from a wide geographical area. It offers a registered nursery facility as well as a parent and child group, a summer school and a Saturday club. It is registered to provide care for up to 15 children at any one time. There are currently 17 children on roll of which three are in receipt of government funding for nursery education. The committee employs a qualified conductor to manage the setting on a day to day basis. An additional four qualified conductors and an assistant work directly with the children. Volunteer helpers and students assist these staff. The centre receives support from the local authority and the Pre-school Learning Alliance and closely liaises with the local primary schools and early years settings. The nursery is open

during term time from 10:00-15:00 on Mondays, Tuesdays and Thursdays and from 10:00-12:30 on Wednesday and Fridays. The Saturday club runs every other week from 10:00-12:30 and 12:30-14:00. The parent and child group runs each week morning from 10:00-12:00 and the summer school runs for four weeks.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from being cared for in an exceptionally clean and well maintained environment where staff maintain the rooms, toys and equipment to a very high standard to promote the health of the children. Children learn the importance of good hygiene as they are praised for remembering to wash their hands after toileting and are encouraged to clean themselves after eating. Staff strongly promote the children's self care skills, talking to them about getting rid of germs to increase their awareness of personal hygiene. Staff are proactive in maintaining good hygiene by wearing disposable gloves when helping children in the bathroom, when changing nappies and when tube feeding the children. As not all children have speech, staff have devised alternative methods of promoting children's independence when toileting, for example they have attached a picture of a toilet to a buzzer which is taken around the room with children so they can push it to alert staff when they need to use the bathroom. This system is highly effective at promoting the health, hygiene and independence of the children.

The health of the children is given a very high regard. Parents give their written consent for permission to seek medical treatment which ensures children can receive immediate attention should there be a medical emergency. This good practice is enhanced as the centre always has staff with first aid qualifications on site and well stocked first aid kits should there be an accident. Children are protected from the spread of infection as parents are asked to exclude children who are unwell to avoid them being exposed to unnecessary risks to their health. Comprehensive records are kept following any accidents which are reviewed on a regular basis to identify and assess activities which could potentially put the health and safety of the children at risk. All staff have a detailed knowledge of children's individual health needs and undertake suitable medical training to ensure the needs of all children can be met. The administration of medication is very well documented and is shared with parents to ensure children are given the correct dosage.

Children's dietary needs are met as parents supply all food and drink for their own children. Drinks of water are provided throughout the sessions to ensure children remain well hydrated, particularly after their physical activities. A social event is made of meal times with all children eating together at the table to encourage them to feed themselves. Staff talk to children about foods that are good for them to help them to understand about healthy eating. A variety of cups are provided to help individual children, for example some children are learning how to drink from an open cup while others need a feeder cup. Children are greatly encouraged to feed themselves wherever possible with staff offering assistance where needed without taking over. Some children can feed independently while others need help loading up spoons or guiding food into their mouths. Each child is treated with dignity and respect and are praised for their

efforts whatever level of support they have received from staff. Children are encouraged to work slowly and patiently towards their own targets.

Children's physical skills are developing all the time through well planned activities and specific exercises which are adapted according to the individual needs of the children. A high number of the children benefit from soaking their feet in sage foot baths prior to exercising which helps the muscles to relax in preparation for their physical activities. Children have access to a fully enclosed outdoor area which leads directly from the play room. The doors and windows are regularly opened during sessions to provide children with fresh air to help promote a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children have the sole use of a purpose built building which is bright, warm, stimulating and has all the required facilities to meet their developmental needs. The corridors are fitted with hand rails to assist children that can walk into the group. Children's independence is promoted as coat hooks, storage trays and bag trolleys are stored at a low level to encourage them to fetch things themselves. Children's well-being is significantly enhanced as the rooms are well laid out to allow them to move round freely and safely whatever their levels of mobility. There is ample space for children to use a wide range of mobility aids such as sticks, frames and other specialised equipment. The garden and bathroom are accessible directly from the play room, which can be split into two smaller rooms depending on the daily needs of the children in attendance.

Children have the use of an extensive range of conductive equipment as well as an exceptional variety of resources that promote learning in all areas of development. Equipment is bright, stimulating and age appropriate and is kept meticulously clean to promote the welfare of the children. Equipment is rotated to maximise it's use and is mostly stored at child height so children can choose from what is available. Rooms are very well organised and are set up for the children's arrival. Children work at their own exercise plinths alongside their peers. During activities children work at their own pace within the group, giving them opportunities to encourage their peers. Children are greatly encouraged by all staff and their peers, often clapping and cheering each other along, showing true delight in their own and others' achievements.

The premises are safe and secure with access gained through an intercom system to ensure the safety of the children. Children, parents and visitors sign in on arrival and are accompanied to their destination within the centre. Children benefit from very high levels of supervision which helps with their safety and developmental needs. Daily risk assessments are carried out on all furniture and equipment as it is put out and packed away.

Children's well-being is effectively promoted as the staff have a very good understanding of the child protection procedures. All staff, including very new members of the team, are clear about the correct course of action to take should they have concerns regarding a child's welfare. Written child protection policies and referral charts are available for staff and parents to view to ensure all parties are clear of the action to take should they suspect a child is being abused.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are exceptionally well cared for by a team of qualified and experienced staff who have an excellent understanding of their individual needs and plan relevant activities to help them to make progress in their learning. The group adopts a key worker system although all staff have a very good knowledge of each child's abilities with many children receiving one to one care to ensure their needs are met effectively. Children receive the undivided attention of staff during sessions as they are so well organised and incredibly focused on helping the children to make progress. All activities are purposeful and set realistic targets for every single child to enable them to meet their full potential as individuals.

### **Nursery education**

The quality of teaching and learning is outstanding. Staff make the most of every learning opportunity, often taking the lead from children's own experiences to aid the understanding of others. All staff are involved in the planning of activities with incredibly effective systems in place to ensure all areas of learning get equal coverage within the planning. Plans show a clear link between the Foundation Stage curriculum and the goals for conductive education to ensure all children are able to make progress through the stepping stones at their own pace. Effective systems are in place for children that are not yet ready to use the stepping stones, such as using pre-stepping stone guidelines that break targets into smaller pieces to assist children that require additional support. Most staff have a secure knowledge of the Foundation Stage curriculum with new staff being very well supported by the more experienced staff and the excellent documentation systems that are already in place.

Written plans are detailed and show differentiation for individual children, providing reminders of where particular children need additional help or can be challenged further. Activities are evaluated and used to inform future planning, highlighting any gaps in children's learning. Parents are involved in setting children's individual aims and are consulted about any changes in children's progress, for example if they have a set back that slows their progress down. Children are continually assessed and their situations regularly reviewed to ensure the plans provide a true reflection of what they are capable of at any given time.

Children are making very good progress in all areas of development due to the skill of the staff, the organisation of the sessions and the planning that thoroughly covers each area of learning. Children are encouraged in everything they do which greatly contributes to their self-esteem and levels of confidence. Tasks such as removing their socks and shoes can take long periods of time but as staff are actively encouraging self-care skills, children are treated with patience and respect, with staff singing to them about what they are doing to maintain their attention. Children arrive at the centre full of happiness and excitement, they are keen to see who else is present and encourage each other to settle into activities. Children's behaviour is excellent, they listen to the staff and each other and are responsive when spoken to. They are clear of the rules such as helping to pack away equipment when they are changing activities. Children are constantly praised for their achievements and are encouraged to celebrate them with their peers, for example at the end of each session they evaluate as a group, talking about what each of them has done that is brilliant. Staff then put stamps next to their name so all children can

recognise their achievements. Children have formed excellent relationships with the staff who are dedicated and enthusiastic in all that they do, welcoming all children into the centre with love and encouragement.

Children enjoy looking at books and listening to the staff reading stories. Some are able to turn pages independently while others need a lot of assistance to achieve this. Children try really hard to lift flaps in books and show great excitement when they achieve this. Many children can recognise their written name and are encouraged to acknowledge their names at registration time. Each child has their own way of making their presence known, either by verbally answering or touching their chest when they hear their name called. Children are very familiar with songs that are sung throughout the sessions to focus them on their physical activities. They are exceptionally good listeners particularly when staff read stories using props and involve the children in the stories.

Children's understanding of mathematical concepts is developing well due to staff constantly talking about number throughout the activities, for example, they count how many children there are using one to one correspondence and ask questions such as 'how many cups do we need today?' Children gain an understanding of shape and size through planned activities where they see who is the biggest and smallest in the group. They develop an understanding of positional language through everyday activities such as going on their exercise plinths, sitting next to their friends and walking behind their frames.

Children are learning about the wider world and different cultures through worthwhile topics and well planned activities. They enjoy investigating what happens with magnifying glasses and torches and take pleasure in playing with them in both planned and free play activities. Children are beginning to notice the differences in people and realise that they are not all the same, for example they look at each others' eyes to spot differences and recognise that some of them need aids to walk or sit. Children are developing an understanding of time which is greatly helped by staff talking to them about what they are doing and what they will be doing next. Visual aids such as sand timers are used to help children understand when activities are going to change. Children enjoy looking at photographs of themselves and their peers and try to recall what they may have been doing.

The progress children make in their physical development is a real strength of this group. It is one of the main aims of the centre and is promoted through all areas of learning. Staff are fully aware of each child's individual abilities and areas where they can improve their physical actions. The skill of the staff has a major impact on the children's progress in this area of learning with all children having their own individual programme of stretching exercises to help reach their potential. Staff are specially trained to help children move and lengthen their limbs to participate in a wide range of movements. Children do not always realise that they are being physically challenged as staff make movement fun by devising obstacle courses for them.

Children express their creativity with the use of man-made and natural resources. They have opportunities to be artistic with a good range of media and enjoy listening to music. They are keen to join in with a wide repertoire of songs and are enthralled by disco lights as they use instruments to make their own music.

## **Helping children make a positive contribution**

The provision is outstanding.

Children's social, moral, spiritual and cultural development is fostered. They are learning about the community and the wider world through a good range of resources that reflect diversity and through well planned activities that increase their understanding of different people. Staff work very closely with parents and other professionals such as speech therapists and paediatricians to ensure each child's unique needs can be met effectively. Children greatly benefit from the staff's knowledge of them as individuals and the guidance and support they each receive that assists them in their everyday tasks. Children are treated with high levels of respect with staff showing true delight in what they help the children to achieve.

All of the children have some form of disability and/or learning difficulty which are addressed individually with input from all the professionals involved in their care. Detailed individual plans are drawn up in consultation with the parents to identify each child's individual goals. These are often very small steps to ensure the goals are manageable for the children and are celebrated when achieved to encourage children further.

Children behave incredibly well which is partly due to the excellent organisation of sessions which do not allow anytime for children to become bored. Children are responsive to staff as they continually praise and encourage them in whatever they do. They are constantly challenged in their play and their exercises and are determined to succeed in whatever they are doing.

The partnership with parents and carers is outstanding. Parents receive comprehensive information about all aspects of the centre to ensure they can develop a good understanding of their children's care and education. The prospectus clearly explains the Foundation Stage curriculum and its place with the teaching of conductive education. Workshops are run to provide parents with further information about conductive education so they can understand the theory of it and how it works in practice to help their children to make progress. Newsletters are regularly given out to inform parents of the themes that the children will be learning about and to involve parents in their children's learning by encouraging them to talk about topics at home and bringing in items for the interest table.

Prospective parents are invited into the centre before their children enrol to observe a session to see if they think their children will benefit from attending. Parents are asked to supply detailed information about their children so the staff can get to know them better and plan developmentally appropriate activities. Children's needs are effectively met by staff having a good knowledge of their medical histories, mobility, specialist equipment and their ability to care for themselves regarding dressing, feeding and toileting. Parents are given very regular feedback on the progress that their children are making. There are meetings each half term to evaluate children's progress towards the early learning goals and the conductive education goals and to set new targets for the coming weeks.

Parents have completed feedback questionnaires which reflect their high levels of satisfaction at the levels of care and education that the centre provides for their children. All are extremely positive and believe that attendance at the centre has been highly beneficial to their children and the progress that they have made.

## **Organisation**

The organisation is outstanding.

The provision meets the needs of the range of children for whom it provides care as all staff are either fully trained conductors or are very experienced assistants in conductive education. There are effective systems in place to ensure all staff are appropriately vetted to be working with children. Children are protected as staff awaiting police checks are never left unattended with them. New staff benefit from a comprehensive induction system and are fully supported by the more experienced staff. They receive daily feedback from the lead conductor and have full access to the range of policies and procedures to enable them to continue the outstanding practice that has been established within the provision.

Excellent ratios are maintained at all times to ensure the complex needs of the children are met. All of the required documentation is in place. It is stored confidentially in the office and is shared with parents whenever necessary to promote the well-being of the children.

Leadership and management is outstanding. The setting is run by a board of trustees who are actively involved in the running of the group and have a clear vision of what they want the centre to provide. They work in close partnership with the conductors and provide support for them when needed. All staff and board members have clearly defined roles and responsibilities which helps contribute to the smooth running of the group to promote positive outcomes for children. Staff sign their acknowledgement of the policies and procedures to ensure they are working towards the extensive operational plan which helps to ensure consistency of care for the children. Staff keep up to date with childcare and education issues by attending regular training that has been highlighted on their individual training plans. New staff are learning about the National Standards and Foundation Stage curriculum as they work through the operational plan which is clearly linked to the outcomes for children.

The group successfully evaluates its own strengths and weaknesses in the care and education it provides. There are ongoing action plans in place to constantly improve the experiences offered to the children. Staff have incredibly high expectations of what they and the children can achieve and have effective systems in place for monitoring their own practice and further developing themselves as childcare professionals. At all times they show utmost professionalism and commitment to the care and education of the children. The group is exceptionally well organised in all aspects from the layout of rooms to the teaching of the nursery education.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are outstanding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)