

Rainbow Family Centre

Inspection report for early years provision

Unique Reference Number	153571
Inspection date	26 February 2008
Inspector	Patricia Jane Daniels
Setting Address	11 Bravington Road, London, W9 3AB
Telephone number	020 8968 2690
E-mail	cfoyle@wspld.org
Registered person	The Westminster Society for People With Learning Disabilities
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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?

Rainbow Children's Centre was first registered in 2000. It is part of a charity organisation under the umbrella of The Westminster Society for people with learning disabilities. It provides integrated and specialist care for children with learning difficulties and/or disabilities, their siblings, and children from the local community.

The centre is registered to provide full day care for 28 children under five years of age. It is also registered to provide out of school care for 25 children aged from five years to under eight years.

Opening times are: 09:30 to 15:30 daily during term-time except Wednesdays, which is afternoons only, from 13:00 - 15:30. The centre is open 09:00 to 16:30 most Saturdays, and 09:30 to 15:30 during holiday periods for 10 weeks of the year.

The premises are purpose built for children with learning difficulties and/or disabilities and for children from the community. The premises consist of a hall and three group rooms that have toilet and changing facilities, all rooms lead out to an outdoor play area with soft landing.

There are currently seven children on roll, of whom three receive funding for nursery education.

Staff employed come from various childcare backgrounds and hold a variety of childcare qualifications including specialist services.

There are seven staff who work directly with the children in the nursery, they have a variety of qualifications that include NVQ Level 3, Language and Speech Therapy and a Physiotherapist; all the children are taught an adapted version of Makaton. The out of school service have permanent staff which include a Co-ordinator, Team Leader and a pool of 22 sessional workers, all have varying childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

A high level of hygiene is maintained at all times. For example, all staff receive training in food hygiene and they follow the recommendations made for good practice. All areas and resources are maintained in a very clean condition, to minimise potential cross infection and the spread of germs.

All staff hold current training in first aid and written consent to seek emergency treatment for children is in place. This makes sure that staff are able to offer effective care in the event of an accident. Staff receive specialist training to administer invasive medication, in line with children's needs.

Staff have an excellent and in depth understanding of the complex and varied health needs of the children in their care. They obtain detailed information from parents and health professionals on all aspects of the children's care requirements. These records give all staff insight and are a valuable source of information and reference. Staff use this information very well to implement effective strategies, which support and promote the children's good health.

Staff skilfully use a range of equipment to support the children's physical development. For example, children are carefully and correctly positioned in standing frames and supportive seating. This enables the children to have the essential physical positioning needed for their good health and development, and experience change. Staff help children develop visual skills by encouraging them to track objects. Children experience physical movement because staff enable them to use swings and slides. One child manages his body to create intended movements, such as the banging of a drum. Another child walks freely around the room and learns to negotiate around obstacles, developing confidence and a sense of space. Staff help children to develop fine motor skills, for example, by providing them with finger foods to feed themselves. All children have daily outdoor play experiences. Children attending the afternoon play session move freely into the outdoor play area and explore the range of equipment provided.

Children receive regular drinks throughout the day, to ensure that they do not become thirsty. A variety of cups are provided, to meet the children's needs. Staff use communication systems whenever suitable, so that children can learn to consider their personal needs and ask for a drink when they are thirsty. The group provides nutritious, varied meals and snacks with dietary needs considered. Staff are trained to support specialist feeding systems.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

All areas of the nursery premises are fully secure, which prevents unauthorised visitors from gaining entry. The premises are particularly well suited to meet the children's needs, with a range of specialist equipment such as hoists available to lift and transfer children safely. Areas with soft furnishings and a cot provide comfortable places for children to rest and sleep. An excellent range of interesting toys and resources is supplied to meet the needs of all the children attending and cover all areas of play and development.

Effective staff deployment ensures that children are fully supervised, both inside and outdoors. Comprehensive risk assessments cover all aspects of safety on the premises and on outings. Each child has their own risk assessment, with all areas considered such as equipment, behaviour, health and medical needs. This enables staff to have an in-depth understanding of potential hazards and the steps needed to ensure every child's safety at all times.

Children are extremely well protected by staff who have a thorough understanding of safeguarding children policies and procedures. The group's responsibilities regarding child protection are shared with parents, which ensures their understanding.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children appear to be happy and confident at the setting, and this is supported by feedback from parents. The regular routine of the day helps them to feel secure and to predict what will happen next. Children benefit from close and supportive relationships with staff, which contributes to them feeling settled. Staff know the children very well and have an excellent understanding of their needs. Children are provided with an excellent, well-planned range of stimulating activities and a balance of active and quieter times. Staff provide gentle support and encouragement to enable children to make choices and develop confidence. They build warm, close relationships with the children in their care.

The quality of teaching and learning is outstanding. Detailed baseline assessments are made with input from parents. Children make significant progress from these starting points towards their learning targets. Extensive observations of children's abilities are recorded and used to evaluate their progress. Activities are planned and provided to cover all areas of the Foundation Stage curriculum and children's individual learning targets are promoted within these. All activities are evaluated daily and differentiated to enable all children to participate meaningfully.

Staff are skilled at noticing and responding to the children's varied communication signals and developing language. They read to the children and make stories meaningful with visual and tactile props. Children build using large blocks and play with sand and water. Some children use containers to investigate capacity. Staff use mathematical and positional language during activities, to help develop children's understanding.

Children are developing a sense of time through the daily routine and because staff tell them about what has happened, and what will happen next. Children explore malleable materials such as play dough, which is sometimes perfumed to add another sensory element. Children paint using their hands and feet. They investigate the sounds made by musical instruments such as a drum and a piano, with obvious enjoyment. Staff sing songs to children to support activities. Children participate in weekly music session and daily singing at circle time.

Helping children make a positive contribution

The provision is outstanding.

This is an exceptionally strong area of practice.

Staff treat children with the utmost respect and consideration. They ensure that all children have access to all of the activities available, so that children gain fully from the provision. Staff enable this by bringing activities to a child, or by facilitating children's participation within a larger group activity. For example, during the afternoon circle time session, children do not sit in their supportive chairs. Instead, they sit on low-level benches with close support from staff and at the same level as all the children present. Sometimes staff adapt activities to suit children's needs, so that they can participate meaningfully. For example, children who are fed via a tube experience food through other sensory means, such as touch or smell. The fully inclusive practice is further supported by afternoon play sessions, when children from the local community and their parents join the group.

Staff value all children's efforts and contributions, and celebrate their achievements. They empathise with meaningful events within the families. Staff acknowledge any significant festivals within the children's homes and celebrate a wide range of festivals. This ensures that all children are included and valued, and that they learn about and experience other cultures.

Children learn appropriate behaviour through gentle guidance and support from staff. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is outstanding. Initial home visits are made and parents contribute to detailed baseline assessments of their children. Information from healthcare professionals is included and together all parties develop an Individual Education Plan to suit the needs of the child. Regular observations of children's progress are made and shared with parents, so that development is monitored. Parents are encouraged to contribute to setting targets for their children's learning and development. They become involved in their children's progress by promoting learning and development through these shared targets within the home. Daily communication between staff and parents is supported through telephone calls and by the use of a communication book. Parents can become involved with the group itself by joining the committee, if they wish. All parents receive a detailed information pack about the service provided and they sign a partnership agreement with the provider. This excellent practice effectively forges positive relationships between the provider and parents. This actively supports and promotes continuity of care and learning for the children.

Organisation

The organisation is outstanding.

All aspects of the provision are exceptionally well organised. Effective staff deployment and generous staffing ratios offer children high levels of support and ensure they are well cared for. A highly effective key worker system ensures that records are maintained and that consistency of care is provided. Staff have an excellent understanding of their roles and responsibilities and together they form a dedicated team. Their professional development is valued and given high priority. As a result, staff have access to further training enabling them to regularly update and refresh their knowledge and specialist skills. All staff contribute to the evaluation of the provision through regular team meetings.

All required documentation is in place and accurately maintained. Regulatory requirements are met. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management are outstanding. The manager has an excellent understanding of how to care for children with learning difficulties and promote their learning and development. She ensures that staff present a consistent approach, in line with the aims and ethos of the setting. Each child has opportunities to reach their full potential through the high quality of care and education provided. Close links are created with parents to deliver a consolidated approach for the children and enhance their learning. Social events and training sessions for parents promote this further. The setting makes links with schools to support children's transitions into the next stages of their education.

Improvements since the last inspection

At the previous inspection, Ofsted requested that the registered person should provide evidence that the supervisor meets qualification requirements equivalent to NVQ Level 3. A new supervisor is now in place, with suitable qualifications.

Complaints since the last inspection

Since the last inspection 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