

Rainbow Childcare

Inspection report for early years provision

Unique reference number EY295409
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Inspector Alison Weaver

Setting address Peacehaven Sports Park, Piddinghoe Avenue, Peacehaven,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Rainbow Childcare registered in 2004. It operates from Peacehaven Sports Park Community Hall in Peacehaven. They have access to a large hall, two smaller rooms and a toilet area. A maximum of 30 children may attend at any one time. The group opens five days a week during school term times. Opening times are from 09.15 until 14.45 on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays the opening times are from 09.15 until 12.15. All children share access to a number of outdoor play areas.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 36 children from two to under eight years on roll. Children come from a wide catchment area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs seven staff. There are four staff, including the manager, who hold appropriate early years qualifications. There are three staff working towards a recognised qualification.

Overall effectiveness of the early years provision

Children who attend Rainbow Childcare are treated as individuals with their own needs and interests acknowledged. Their welfare and learning is promoted well and they make good progress, although, at times, the daily play provision lacks a broad range of choices for them. The allocation of key persons in the setting helps to ensure that each child has someone they can form a strong emotional bond with. The effective partnership with parents, agencies and other providers contributes to ensuring that all children's needs are met and they get the support they need. Regular self evaluation by all the staff and input from users of the group ensures that the setting continually reviews its practices and improves the quality of care and learning for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop more opportunities for children to select and use resources independently
- plan and provide a wider variety of daily activities and resources to help ensure that children make progress towards all the early learning goals.

The leadership and management of the early years provision

The owner implements good recruitment and induction procedures to ensure that staff are suitable to be working with children. Yearly appraisals and ongoing

training help to ensure that staff continue to develop their skills and knowledge. All staff members have a good awareness of how to safeguard children as they have all completed training in child protection. Children's safety is given high priority as regular fire drills, yearly risk assessments and daily safety checks are carried out. Staff also produce risk assessments for any outings with children. The premises are kept clean, safe and secure for the children, with only authorised adults allowed to collect them.

The owner involves all the staff in the regular evaluation of the setting and their practices. They work together to identify and address areas for improvement, for example, how to involve parents more fully in the setting. This resulted in action taken by staff to develop their entry forms in order to obtain information from parents about their child's abilities and achievements to help inform an initial assessment. They carried out a trial with a small group of parents using a new form and then used their feedback to adjust the form to make it easier to use. Staff also seek the views of the children as each key person regularly completes a questionnaire with their key group to seek their views of what they think about the setting.

The setting is building good relationships with parents and carers and regularly seeks their input and comments about the provision. They keep parents well informed about their child's progress through verbal sharing of information and formal parent consultations. Parents are encouraged to be involved in extending their child's learning at home with the use of the 'homework sheets' and suggestions of things to do at home with their children. Staff are forming effective links with agencies and other providers, particularly for children with additional needs. They are currently working on the practicalities of what information needs to be shared and how best to share it to help support these children together.

The quality and standards of the early years provision

As children initially settle into the group staff observe and assess their starting points in order to plan effectively to meet their needs and help them develop. Ongoing records of children's progress are kept that enable staff to identify each child's progress in all the areas of learning. Staff plan and prepare activities that are based on identified next steps for each child to help extend them in their learning and development. Staff take into account children's interests when providing activities. They plan flexibly so that they can adapt a planned activity to fit in with a child's interests, for example, using a child's love of dinosaurs to develop his mathematical learning in shape and space. The majority of staff are skilled in interacting with children to support and promote their learning as they play. They encourage children to express their ideas and thoughts as they play. Children with individual learning needs and disabilities are helped to make progress as staff work closely with parents and other professionals to give them the appropriate care and attention.

Children in this setting make good progress towards all the early learning goals as staff provide a balanced curriculum that covers all six areas of learning. Children are happy and confident, concentrating well at activities such as construction. They are

well behaved and readily join in group games. Children enjoy the range of activities, that includes technology, but at times the daily provision is not wide-ranging. There are only a few opportunities for them to self-select from resources to help them develop their independence. However, they learn to do things for themselves, such as pouring their own drinks at snack times and helping themselves to their water flasks when they get thirsty. Children are encouraged to eat healthily in the setting.

Children thoroughly enjoy the many opportunities to exercise and play outside in the fresh air. They skilfully use a varied range of small and large equipment. They move with control and show good hand-eye coordination as they throw and catch balls. Children learn about safety and the importance of caring for others when they go out to play. Staff remind the older children to look after the younger ones as they hold hands when walking to the play area. They develop an awareness of personal safety when they go on outings and learn how to cross roads. They learn about the need to look after their environment as they visit the local recycling centre.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.