

Rainbow Kindergarten

Inspection report for early years provision

Unique reference number

EY365370

Inspection date

21/10/2008

Inspector

Josie Lever

Setting address

Bowmandale Primary School, Bowmandale, BARTON-UPON-HUMBER, South Humberside, DN18 5EE

Telephone number

01652 660 362

Email

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Kindergarten out of school club was registered in April 2008. It is one of two settings run by Rainbow Kindergarten. It operates from a porta-cabin within the grounds of Bowmandale Primary School in the village of Barton-upon-Humber in North Lincolnshire. A maximum of 24 children may attend the club at any one time from the ages of four to under eight years. The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There is good access for those with disabilities.

There are currently 29 children on roll, seven of whom are within the early years age group. The club is open each weekday from 07.30 until 09.00 and 15.30 until 18.00 term-time only. All children attend the Bowmandale Primary School and share access to a secure enclosed outdoor play area.

The club employs two staff, who hold relevant minimum childcare qualifications with the supervisor holding a Level 4 in Early Years and Education.

Overall effectiveness of the early years provision

Children enjoy their time in the club and interact positively with staff who are supportive of their needs ensuring all children are included and have opportunities to make some independent choices. The partnership with parents is effective because staff keep them informed about activities and events and how they can support their children's learning. The provision has the capacity to improve and the supervisor is fully aware of the areas in which this is achievable. However, the recent restrictions placed upon the setting in sharing the building impacts on their ability to continually improve the quality and experiences for the children.

What steps need to be taken to improve provision further?

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

- establish and implement effective self-evaluation to improve the organisation of the premises and resources to make it more welcoming to children and promote their independent choices
- improve the availability and provision of outdoor resources and equipment to further develop children's physical development and movement.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all records are readily accessible and available for inspection at all times. For example, systems to support staff vetting, details about staff employed on the premises a log of complaints and written records for all children attending (Welfare Requirement: Documentation, also applies to both parts of the Childcare Register)

04/11/2008

- improve security further to ensure children cannot leave the premises unsupervised. (Welfare Requirement: Suitable premises, environment and equipment, also applies to both parts of the Childcare Register)

04/11/2008

The leadership and management of the early years provision

The club has a range of suitable policies and procedures in place and parents have access to these which are displayed in a pocket on the small presentation board. There is an effective recruitment and vetting procedure in place that ensures all adults in contact with children are suitably qualified and experienced and are vetted and checked. However, the records supporting this were not available at the time of inspection. In addition some further required records were not available, for example, records for each child present, together with details of adults employed on the premises and a complaints log. Staff have yet to establish an effective self-evaluation system that takes into account the views of others, although the supervisor is aware of the areas in which she can promote improvement.

Staff have attended some training in the Early Years Foundation Stage and are in the process of collating some information about the new framework to issue to parents, although this is not fully established as yet. They have a suitable understanding about ensuring that all relevant information is shared between them and the school to ensure continuity with regard to meeting children's individual needs and to complement their learning opportunities in all areas of development. There is an effective partnership with parents, who are informed about the activities their children are involved in and who express great satisfaction with the club and the commitment of the staff. Staff have attended safeguarding training and have a sound knowledge about the signs and symptoms of harm and reporting procedures to protect children.

The quality and standards of the early years provision

Children are happy and enjoy their time in the club. They know the staff well and respond to their directions and follow the daily routine after school. This involves them helping to set out and put away resources. Children are eager to assist in preparing their tea time snack, for example, buttering bagels and spreading jam toppings. Children make some independent decisions about what they want to play with, for example, they choose to put on a DVD or complete an electronic buzzer game that requires a steady hand. They support each other well and encourage one another to try again if they have not reached the end. They enjoy drawing their own pictures and on occasions their play is extended outdoors, for example, they choose to draw pictures of dinosaurs in the playground. Children successfully count and problem solve, for example, they weigh out ingredients and count tablespoons of flour to make gloop which supports their independent learning. They use information and communication technology such as a digital camera, and develop collaborative skills as they programme an electronic dance mat together. Children

play every day games which enables them to link sounds and letters, for example, 'I Spy' and enjoy looking at and reading books quietly.

Activities are planned in advance and are mainly child-led with adult support to help children make satisfactory progress across most areas of learning. However, the very limited storage within the club restricts the provision of sufficiently varied resources and equipment. This means that children's choices are limited. This is particularly the case for outdoor play which is poorly resourced, for example, two hoops and a small climbing frame which does not fully support children's physical development in all areas. The out of school club shares the use of the porta-cabin with the school and does have a small presentation board with some information for example, policies, a poster about road safety week and daily activities. However, the absence of children's art work, photographs, names and displays that make reference to them within the porta-cabin, does mean that children's sense of belonging and self-esteem is not always fully promoted to ensure a warm and welcoming environment is created.

Children's safety is given suitable consideration by staff in most areas. For example, children are accompanied to the nearby school toilets by staff. The children have recently made their own safety posters and participated in 'Beep beep' week a scheme to raise their awareness about road safety and fundraise for good causes. They develop a good awareness of their own safety and how to act responsibly when walking the short distance to the sister out of school club because staff reinforce this through discussion and being good role models. Children know to wear their high visibility vests and have made their own brightly coloured luminous wrist bands. Staff complete risk assessment of the premises and equipment on a regular basis, however, have not fully identified all risks. For example, although the premises are secured and prevent unauthorised entry by unwanted visitors, children can access the main door key pad latch and leave the premises unsupervised which compromises their safety.

Children are well behaved in the club and are respectful of each other. They play well together and get along taking turns on games and equipment, for example, musical twister. They develop an understanding about their own needs and the needs of others, for example, they learn about other cultures such as Diwali and Chinese New Year. Their health and well-being is promoted by staff, for example, staff disinfect tables before use and children who are ill do not attend. Children develop good hygiene habits that minimise cross infection, for example, hand washing before preparing food and eating. Staff have good up-to-date knowledge of first aid and medication policies are in place regarding medication and sickness.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Welfare Requirements: Suitable premises, environment and equipment and Welfare Requirement: Documentation)

04/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Welfare Requirements 3, Suitable premises, environment and equipment and Welfare Requirement: Documentation)

04/11/2008

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 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.