

# Rainbow Childcare

Inspection report for early years provision

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**Unique reference number** EY382547  
**Inspection date** 23/02/2009  
**Inspector** Cathryn Parry

**Setting address** Rainbow Pre-School, Rockcliffe Hall, Rockcliffe Street,  
WHITLEY BAY, Tyne and Wear, NE26 2NW

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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 is owned and managed privately. It is registered with the current provider in 2008 and operates from a wooden single storey building, with an enclosed outdoor play area. It is situated in Whitley Bay in Tyne and Wear. The setting is open each weekday from 07.30 to 18.00 for 50 weeks of the year.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 67 children aged from one to under eight years on roll. The setting currently supports a number of children who speak English as an additional language. It is currently not in receipt of funding for the provision of free early education to children aged three and four.

There are nine members of staff, eight of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff has achieved Early Years Professional Status.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The manager and her staff are very friendly and approachable, which ensures all children and their families feel welcome. The majority of the areas of learning are well provided for, to give children very good opportunities to make progress. The manager is proactive in providing an inclusive environment, including offering information for parents in different formats, such as Braille. She is also keen to link with other professionals and to attend relevant training to ensure all children meet their full potential. The manager is passionate about continually improving the care and education she provides. This results in staff attending a range of training and new resources regularly being introduced into the setting.

## What steps need to be taken to improve provision further?

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

- further develop opportunities for children to use information and communication technology to support their learning
- further develop outdoor equipment to challenge more able children.

## The leadership and management of the early years provision

The manager owns the childcare setting with her mother, who is very supportive. They have comprehensively completed a self-evaluation form, which accurately reflects the care and education they provide. The manager is proactive in gaining feedback from parents, for instance in the form of questionnaires, to give her a broader view of the provision. The manager shows a commitment to the

professional development of her team, encouraging training in all areas. She recognises her staff as being a key strength and values their ideas. The manager highlights the many changes she has made to the already established setting, since taking over in October 2008. These include ensuring the rooms have been decorated, new resources purchased and implementing an effective planning and assessment system. She is also professional and realistic in identifying areas for improvement. This has resulted in her successfully applying for a grant to further develop resources for both inside and out. Consequently, the activities and experiences accessed by the children are broadened.

The manager and her team have built very good relationships with the parents and are in the process of setting up a parent's forum. They currently speak to parents on a daily basis to ensure they are fully informed of the activities their children have participated in. This is complemented with written communication books and individual developmental files. Consequently, parents can continue activities at home to further their learning. Good initial links have been made with the local school, including using written handover forms to ensure information regarding individual children is effectively shared.

Children are safeguarded very well as the premises are secure at all times. This is supplemented with effective systems being in place for adults collecting children, including the use of a password system if needed. A robust recruitment procedure ensures all staff are carefully vetted to effectively protect children's welfare. All staff have attended safeguarding training and demonstrate a sound understanding of associated issues. Consequently all children are effectively kept safe from harm. Comprehensive risk assessments take place on a daily basis to reduce the risk of accidental injury well.

## **The quality and standards of the early years provision**

The manager and her team demonstrate a very good understanding of the Early Years Foundation Stage. The range of resources, displays and previous plans show that each of the areas of learning is covered well. Children benefit from a flexible routine, including a really good balance of child-centred and adult-led activities. Effective strategies give children clear and consistent guidelines, which encourages a good understanding of what is and isn't acceptable. A comfortable area furnished with large cushions encourages children to look at books both independently and with others. Staff offer suggestions and ask open ended questions, which effectively challenge children to think and develop their ideas. Children's mathematical thinking is promoted through fun activities, such as looking at symmetry in butterflies, making houses out of different shaped paper and using small tubs to measure water. Their knowledge of the natural world is nurtured as they watch the birds, dig for worms and complete bark rubbings. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider community. Imaginative creative activities promote children's self-expression whilst having fun. An example of this is where they enjoy sensory painting using materials such as coffee granules, sawdust and tea bags. There are very few opportunities for children to use information and

communication technology to support their learning. This has a negative impact on them making progress in this area. All children have daily opportunities to access the outdoor play area. This enables them to run, enjoy digging in the soil and use the low-level climbing and balancing equipment. This range of equipment does not effectively challenge more able children. Effective long and short term planning ensures individual children make good progress. This planning is flexible so that staff can spontaneously respond to events, for example when it started to snow. The key person system ensures all children are regularly observed and these observations inform future planning very well.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. The staff implement very good procedures for nappy changing, to ensure the personal care needs of the very young are met. All children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before eating. Children are encouraged to develop their body awareness through planned and spontaneous activities. These include enjoying action rhymes and participating in well-planned jumping and hopping games using hoops and cones. Children are encouraged to enjoy healthy snacks and meals. These include vegetarian sausage casserole, rice pudding and fresh fruit. Parents are also given the option to provide packed meals for their children. These are stored in the refrigerator to ensure they are safe for children to eat. Individual water bottles, which are labelled with individual photographs, are freely available throughout the day to promote children's well-being. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being. All safety equipment is in place effectively reducing the risk of accidents. Children's knowledge about personal safety is encouraged by gentle reminders from staff not to rock on their chairs in case they fall, road safety activities and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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 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.